



# Tennessee English as a Second Language Program Guide



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## No Child Left Behind Act<sup>1</sup>

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). It changes the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

### Stronger Accountability For Results

States are responsible for having strong academic standards for what every child should know and learn in reading, math, and science for elementary, middle and high schools. Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8. Beginning in the 2007-08 school year, science achievement must also be tested.

- Results of these tests are to show up in annual state and district report cards, so parents

can measure their school's performance and their state's progress.

- The state and district reports disaggregate test results for specific student groups. These reports show achievement gaps between students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English proficiency. The report cards also sort results by gender and migrant status. Having this information assists in closing the achievement gap between students of different groups and will ensure that no child is left behind.
- Schools are responsible for improving the academic performance of all students, and there are specific consequences for districts and schools that fail to make adequate yearly progress.

Within twelve years, all students must perform at a proficient level under their state standards. Each state sets its own standards for each grade--so each state determines how well children should be reading at the end of third grade, for example.

## **Record Flexibility for States and Communities**

The new law gives all 50 states and every local school district in America greater say in using the federal education dollars they receive every year.

- States have more freedom to direct more of their federal education money. This also gives local districts more input into which programs will help their students to succeed.
- No Child Left Behind combines and simplifies programs, so that schools don't have to cut through as much red tape to get and use federal funding.

## **Concentrating Resources on Proven Education Methods**

No Child Left Behind targets education dollars to research-based programs that have been proven to help most children learn.

- Federal dollars are tied to programs that use scientifically research based methods of teaching children.
- Communities benefit from a federally funded program called Early Reading First. This program helps to develop language and reading skills for pre-school children, especially

those from low-income families.

## **More Choices for Parents**

The No Child Left Behind Act of 2001 gives parents options for helping their children if they are enrolled in schools chronically identified as in need of improvement.

- A school identified as not making adequate yearly progress is placed “on notice”.
- Parents with a child enrolled in a school identified for the second year as a high priority school are able to transfer their child to any other school in the district not identified for improvement.
- After a third year of not making adequate yearly progress, a school must offer supplemental educational support services to low performing students, in addition to school choice.

Parents with children in a school identified as in need of improvement are able to use federal education funds for what are called "supplemental education services." Those services include tutoring, after school services, and summer school programs.

## School Opening Alert<sup>2</sup>

In 1982, the U.S. Supreme Court ruled in *Plyler vs. Doe* [457 US 202 (1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do US citizens and permanent residents. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age.

As a result of the *Plyler* ruling, public schools *may not*:

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
- treat a student differently to determine residency;
- engage in any practices to “chill” the right of access to school;
- require students or parents to disclose or document their immigration status;
- make inquiries of students or parents that may expose their undocumented status; or
- require social security numbers from all students, as this may expose undocumented status. Students without social security numbers should be assigned a personal identification number (PIN) generated by the school.

In addition, the Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency – *including the Immigration and Naturalization Service* – with any information from a child’s school file that would expose the student’s undocumented status without first getting permission from the student’s parents. The only exception is if an agency gets a court order (subpoena) that parents can then challenge. Schools should note that even requesting such permission from parents might act to “chill” a student’s *Plyler* rights.

Also, school personnel – especially building principals and those involved with student intake activities – should be aware that they have no legal obligation to enforce US immigration laws.



## **Review of Federal Laws**

In order to guarantee equal educational opportunities for all American students, several pieces of legislation have been passed that protect the rights of national origin minority students and those with limited English proficiency. These laws establish the rights of those students and the responsibilities of the school districts where they live.

As the population of national origin minority students increases in all our communities, it is the responsibility of local governments and school districts to see that these federal laws are adhered to and that all our students are given the best chance possible to be productive, valuable, and valued in our society.

1868 - Constitution of the United States, Fourteenth Amendment

“...No state shall...deny to any person within its jurisdiction the equal protection of the laws”

1964 - Civil Rights Act, Title VI

“No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

1974 - Equal Educational Opportunities Act (EEOA)

“No state shall deny equal education opportunity to an individual on account of his or her race, color, sex or national origin, by...the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

## Court Rulings

### Supreme Court

1974 - *Lau v. Nichols* In a unanimous decision, the U.S. Supreme Court ruled that:

- Equality of educational opportunity is not achieved by merely providing all students with “the same facilities, textbooks, teachers, and curriculum; students who do not understand English are effectively foreclosed from any meaningful education.”
- The Office for Civil Rights (U.S. Dept. of Education) has the authority to set regulations for compliance with the 1964 Civil Rights Act.

1982 - *Plyler v. Doe*

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational services.

### Federal Courts

1981 - *Castaneda v. Pickard* The Fifth Circuit Court of Appeals formulated a test to determine school district compliance with the Equal Education Opportunities Act (1974). The three-part test includes the following criteria:

- 1) THEORY: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy.
- 2) PRACTICE: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality.
- 3) RESULTS: The school must not persist in a program that fails to produce results.

1988 - *Y.S. v. School District of Philadelphia*

In a suit on behalf of the district’s Asian students, some of whom had been erroneously placed in special education classes, the court ruled that the district must:

- communicate with parents in a language they understand,

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- review the educational program of each ELL student individually,
- establish a district coordinator for the education of ELL students,
- develop a remedial plan to meet the needs of ELL students and revise the district's ESL program.

For further information see Lyons, J.J. (1988) *Legal Responsibilities of Educational Agencies Serving Language Minority Students*. Mid-Atlantic Equity Center.

## **Federal Enforcement Policy<sup>1</sup>**

### **Federal - Office for Civil Rights**

The Office for Civil Rights (OCR) of the U.S. Department of Education monitors school districts' compliance with Title VI of the Civil Rights Act (1964), reviewing procedures for the identification of English Language Learning (ELL) students and educational programs for national origin minority students.

OCR also investigates complaints of alleged non-compliance brought against school districts. Current OCR policy provides that school districts may use any method or program that has proven successful, or may implement any sound educational program that promises to be successful. This policy identifies four basic school district responsibilities.

1. To take affirmative steps to rectify language deficiencies in order to open its instructional programs to language minority children who are limited English proficient;

2. Not to place students in classes for the mentally retarded on the basis of criteria which essentially measure English language skill or to deny access to college preparation courses because of a failure of the school system to inculcate English language skills.

3. Not to operate any ability grouping or tracking systems which act as permanent educational dead ends and prevent national origin minority children from acquiring English language skills as soon as possible;

4. To adequately notify national origin minority parents of school activities which are called to the attention of all parents, to the extent practicable.

For updated information on Office for Civil Rights (OCR) enforcement policy on the services of language minority students, contact:

Office for Civil Rights, Region IV  
U.S. Department of Education  
Atlanta, GA 30303

### **Enforcement in Tennessee**

In 1993, Tennessee enacted T.C.A. 4-21-901 requiring all state agencies and their sub-recipients of federal funds to be in compliance with Title VI of the Civil Rights Act of 1964 barring discrimination on the basis of race, color, or national origin.

Tennessee is the first state to enact Title VI as state legislation. In response to its obligations under T.C.A. 4-21-901, the Tennessee

Department of Education has developed an implementation plan which includes grievance procedures at the state and local levels, monitoring of school systems for the Title VI compliance, training of both state and local educational personnel on Title VI, and the collection and analysis of state and local data for Title VI compliance. Every June 30th, the State Department submits implementation plans and compliance update reports detailing its efforts and findings to the Department of Audit.

About one-third of the 136 school districts are reviewed for Title VI compliance each year by the State Department Audit Section. They use the state monitoring definitions and guidelines (Appendices A and B) for monitoring.

If anyone in Tennessee has concerns about compliance, the following options are available:

- File a complaint with the local school system Title VI Civil Rights Coordinator,
- File a complaint with the Title VI State Department Civil Rights Coordinator,
- File a complaint with the U.S. Department of Education, Office for Civil Rights.

The State Department of Education encourages individuals with concerns about Title VI compliance issues in a district to first proceed to address concerns at the local level, and then, if the concerns are not adequately resolved, to seek remedy at the state and federal levels. However, anyone may file a complaint at any level without filing at a lower level first.

An educational agency must not prohibit any individual from reporting concerns about Title VI compliance issues or retaliate against that person.

The four compliance issues for public schools are:

- Immigrant students' right to a free public school education regardless of immigrant status.
- Identification of national origin students as non-English language background and assessment of their English language proficiency to determine whether they are limited English proficient.
- Implementation of an effective alternative program for limited English proficient students to provide them with meaningful access to the district's program;
- Inappropriate placement or exclusion of limited English proficient students from special opportunity programs or activities

based on English language proficiency; and

- Effective communication with the parents of non-English language back-ground students in a language they understand.

## **Q and A About Compliance**

### **Issue 1: Access**

The school district has a policy of admitting students regardless of immigrant status. *Plyler v. Doe* 457 U.S. 202.1982.

#### **1. How can a district show compliance with *Plyler v. Doe*?**

A district may show compliance in several ways:

It could include the right of all children to have access to a public school education in its policy manual.

It could train all staff who are involved in registration or attendance matters on the implications of *Plyler v. Doe*.

It can demonstrate that these staff members are trained to respect the privacy of a student's immigrant status. That status should not be indicated in any communication or document, and students without social security number should be assigned PIN numbers (see the *Tennessee*

*Education Network Manual* for the procedure).

#### **2. If a district is aware that out-of-school immigrant children reside within the jurisdiction, what should the district do?**

The same policies and procedures which govern school attendance of American children in Tennessee are also applicable to immigrant children. Tennessee law requires children and youth to attend school until the age of eighteen. Many of the immigrant children moving into Tennessee come from countries where school attendance after grammar school is not required. A translation of the school district's attendance requirement and information on how to register children should be available for posting in stores and churches in the community.

#### **3. Can a district ask for social security cards, health forms, birth certificates, or other information it routinely asks of its American children?**

The school district may request such information, but may only require health procedures such as immunizations. A district should not send parents and children home to retrieve the other documents as a prerequisite to register.

## **Issue 2: Identification and Assessment**

The district has effective procedures to identify and assess non-English language background (NELB) students who have a primary or home language other than English and who are limited English proficient (ELL). *Office for Civil Rights (OCR) Memorandum, "Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency." September, 1991.*

### **1. Does a school district need to have the home language survey completed for all of its students, including those it knows are native language speakers of English?**

The Tennessee Department of Education requires all districts in Tennessee to administer a Home Language Survey to all of its students. The OCR Memorandum states that, "a small district may be able to do this [assess English proficiency] informally; a large one, or one with a large number of students whose first language is not English, must have some system for identifying students who may need assistance." (*The Provision of an Equal Education Opportunity to Limited English Proficient Students*, pg. 7)

### **2. If a district has been using a home language survey, but it does not include the exact questions on the state home language survey, does the district need to resurvey all of its students again?**

No. If a district has been using a survey which differs from the state approved survey but which the district knows has been effective in identifying non-English language background students, it does not need to resurvey all of its students again. However, it does need to adopt the state approved home language survey for those students new to its district. For those districts which have never used a home language survey before, all new and continuing students must be surveyed.

### **3. If a district suspects that the parents of a student cannot understand English, what should it do?**

It would be advisable to have the home language survey translated into languages which occur in significant numbers in the district. If a translated copy is not available or parents are illiterate in their native languages, the district should try to find someone to orally translate any significant information the parents might need to know.

**4. Is any one person responsible for keeping the current list of all non-English language students?**

This responsibility can be assumed by anyone within the district. The list must be current and indicate the names of all NELB students, their home languages, their schools and grade levels, as well as any other information required to be reported by the State Department of Education.

**5. What is the state recommended procedure for assessing English language proficiency?**

After identifying a student as NELB, the district should review the student's cumulative file if one is available. If the cumulative file indicates that the students recently scored at or above the 35th percentile on the total reading section of a standardized norm-reference test (such as the TCAP) and the report cards indicate that the student is not having difficulty in the regular classroom without language assistance support, then the student is identified as fluent English proficient and not in need of services. If either of the above conditions is not met, then the student must be assessed by using the state approved language assessment instrument. A score of less than fluent on any subtest- oral, reading, or writing, would identify the student as an English Language Learner (ELL). ESL services must be

provided to assist the student to successfully meet the same challenging state standards as his/her English speaking counterpart.

**6. Why should a district use the recommended language assessment instrument if you can tell by talking to the student that he or she understands English very well?**

Speaking and listening are not the only skills students need to succeed in American schools. They also need to be able to read and write well enough to successfully access the curriculum. This can effectively be measured by using a norm-referenced language assessment, including the reading and writing subtests. Research has shown that non-English language background students mainstreamed into English-speaking American classrooms acquire "social" English within one to two years. However, it takes five to seven years on the average for ELL students to develop the academic English, including reading and writing skills, necessary for school success. The U.S. Department of Education's Office for Civil Rights requires districts to use language assessment instruments that measure speaking, listening, reading and writing proficiency.



### **Issue 3: Providing a Language Program**

The district should provide an alternative language program for students who are identified as ELL that provides meaningful access to the district's curriculum.

#### **1. Why can't a district provide the same minimum amount of ESL servicing for all eligible ELL students?**

The State Department of Education requires daily services, or the equivalent, for all beginning or intermediate ELL students. It reviews the district's ESL program plan to ensure that ELL students receive adequate direct instructional services provided by an endorsed ESL teacher.

Each student must be evaluated individually considering the child's grade level, level of English proficiency, the academic demands of the regular classroom, and the child's educational background. Students who come with little or no educational experience in their own countries may need additional or different services from those students who have solid educational experiences in their own countries. An experienced, endorsed ESL teacher would consider all the variables before determining the servicing needs of an ELL student.

When reviewing whether the amount of direct ESL servicing is adequate, the state will consider whether the student is receiving the minimum amount of ESL services as comparable to the amount of language arts instruction his/her English-speaking counterparts are receiving in the district. In general, services for beginning or intermediate ELL students should be daily and be based on students' needs. The Office for Civil Rights states that "limited financial resources do not justify failure to remedy a Title VI violation."

*OCR Memorandum,  
"Office for Civil Rights Policy  
Regarding the Treatment of National  
Origin Minority Students Who are  
Limited English Proficient,"  
April 6, 1990.*

#### **2. If a district employs an educational assistant to work with ELL students, how should that person be utilized?**

An educational assistant must always be under the direct supervision of an endorsed ESL teacher.

#### **3. Are there other models for providing services to ELL students outside of the ones mentioned as recommended service delivery models?**

If a district wants to use an alternative model than the one delineated, it must

ask for approval in advance. All models must employ endorsed ESL teachers and provide services during the regular school day. In addition, the model must be recognized by experts in the field as effective.

**4. If a district has only a few identified ELL students, is it still required to have an alternate language program?**

Yes. A student “whose native or dominant language is not English shall be provided English instruction especially designed for speakers of other languages.” [Rule 0520-1-3-.05(6) (a)1 and 2 (i)] In Tennessee, a teacher must have an ESL endorsement to provide this instruction. ESL teachers may be hired part-time in a district where the numbers are small or two or more districts may form a consortium and employ an ESL teacher. Districts which contract these services must do so with a state approved institution. If a district wants to implement a program for its students different from the state’s delineated service delivery models, it must be approved by the State Department.

**5. Are there any funds to help districts provide these services to ELL students?**

At the state level, there is Basic Education Program (BEP) funding designated for districts with identified

ELL students. At the federal level, Title III funds are available based on ELL numbers reported by the state. These funds are supplemental and provide additional support to districts in meeting the educational needs of ELL students. More information may be obtained from the State Department of Education.

**6. What if a student or the parents do not want to participate in the ESL program even if the student is identified as needing services?**

A student cannot waive ESL services until the age of 18. A parent who decides to waive ESL classes for a child must be informed about the implications of this in a language the parent can understand. The district should have on file a written proof of the parents’ waiving participation. Students in secondary schools who have finished both ESL Courses I and II and who are still identified as ELL must be provided with the required additional ESL services unless the parents waive them.

**7. Is the district limited to only providing ESL classes to ELL students?**

A district may provide additional support to ELL students in a variety of ways. Content classes such as science or social studies may be offered to ELL students in

a ‘sheltered’ approach where the teacher uses strategies which help the students acquire the specific language of the subject as well as the concepts.

Also, the district should consider tutoring services during as well as outside of the regular school day. The State Department of Education encourages schools to use additional strategies to help ELL students rapidly and successfully transition into the regular curriculum.

Classroom teachers who have ELL students must have strategies in place to provide the ELL students with meaningful educational opportunities within their classrooms. (See Chapter 4 of this Guide) “Schools retain an obligation to provide assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.” *OCR Memorandum, “Policy Update on Schools’ Obligations Toward National Origin Minority Students With Limited English Proficiency” September 27, 1991.*

**8. Can a district set up a newcomer center or class where beginning level students spend all of their school day until they develop a minimum of English language skills?**

No student can be isolated from the regular school for the entire school

day. Schools in many areas of the nation have developed newcomer classes for students who arrive with no or very limited English ability and limited educational experiences. These classes are specially designed to rapidly transition the student into the regular school curriculum with only ESL support. As long as these classes are for a short duration of time and include opportunities for the student to be included in some classes or activities with English-speaking students, such as P.E., art, or lunch, and the class is not segregated off-campus in another facility, it would probably be in compliance with the provision of “least segregative”.

**9. What are some recommended procedures a district may implement to assess ELL students who are at the advanced level for alternative support services or to assess ELL students who are not progressing satisfactorily?**

A district should be able to explain the procedures used to determine the kinds of services an ELL student may need. An informal interaction between the ESL teacher and the classroom teacher may initiate additional services or the evaluation may take the form of a Language Assessment Conference involving multiple participants. Any important decisions about the educational options for a student, such as special education referral, retention, or putting a

transitional ELL student on a consultative schedule, should be documented in writing and include the participation of the ESL teacher.

**10. Do ESL services need to be during the school day?**

Yes. Although the school may supplement the basic ESL classes with tutorials before or after school or summer programs, the regular ESL class should occur during the school day.

**11. Do districts need to service ESL students on a daily basis?**

All decisions on servicing of ELL students, including the educational models employed and the amount of time offered, must be based on sound educational research and theory in second language acquisition and must be implemented with ESL endorsed teachers. In general, the State Department of Education requires daily, or equivalent, ESL services to beginning/intermediate ELL students. The amount and frequency of services should be based on the needs of the students in the program. The adequacy of the ESL program is determined by three criteria:

1. The service delivery model chosen is from the state approved list or an alternate approved by the Department;

2. The resources devoted to the program, including trained endorsed personnel, materials, etc. are adequate to effectively implement the goals of the district's program; and

3. The district can demonstrate the effectiveness of its program and modifies it when necessary.

**12. What legal responsibilities do districts have to provide an alternate language program to migrant students who are limited English proficient?**

Districts are required to provide an alternate language program to all students identified as English language learners. Districts with migrant student populations which arrive at fairly predictable times of the school year should plan to have the necessary services available at those times. Districts which qualify under the Title I, Migrant Education Program, may receive federal funds to provide supplemental services to eligible migrant students. Caution must be taken to ensure that additional services are supplemental, not supplanting. To obtain more information about Title I, contact the Migrant Education Program.

**13. Why is it necessary for the district to keep data on NOM, NELB, and ELL students?**

For a district to adequately measure the effectiveness of its program, it must have quantifiable data. By comparing standardized test scores, drop-out rates, and retention rates of students who are non-English language background to their English-speaking counterparts, the district can draw generalizations about the progress these groups of students are making in the district's educational program. This allows the district to modify its program if needed. The State Department also encourages districts to consider less quantifiable information such as parents' opinions, students' reactions, and classroom teachers' perceptions as part of its review process. However, to evaluate the effectiveness of its program, it must consider the quantifiable data on educational progress.

**14. Must students who are exited from direct services always be brought back into the ESL program if they begin to experience difficulties?**

No. The academic difficulties the student experiences may be related to other factors outside the student's English language proficiency. However, it is the responsibility of the district to monitor all exited students

and then reassess students if they are having academic problems. If through the assessment it is determined that the student needs additional ESL classes, then the district needs to provide these services. If it is determined that the student's academic difficulties may have occurred in other subjects while the student was focusing on English acquisition, the school retains an obligation to provide the assistance necessary to remedy the academic deficits. If there is concern that the student has special needs separate from his/her English proficiency, then the student may be assessed for special education placement by the procedure delineated in Tennessee Department of Education's *Special Education Manual, Chapter 21*, "Assessment of Special Needs for Students with Limited English Proficiency."

**Issue 4: Special Opportunity Programs and Activities**

A district may not inappropriately place ELL students in or exclude them from special opportunity programs or activities based on English language proficiency. *OCR Memorandum, September 1991; and Section 504.*

**1. If a coach or the supervisor of a school sponsored activity decided that ELL students could not participate because they couldn't**

**understand instructions, would this be a violation?**

Yes. Any time students are unilaterally excluded from participation in a school activity solely based on English language proficiency, it would be considered a violation of Title VI.

**2. Why is it necessary to keep data on the number and percentages of NELB and native English speakers in Special Education?**

The percentage of NELB students identified for special education services should be comparable to the percentage of their native English speaking counterparts in the district. Wide discrepancies between the two groups would indicate that the district needs to review its identification procedures for NELB students to ensure that they are free of linguistic or cultural biases. *Tennessee Department of Education's Special Education Manual, Chapter 21: "Assessment of Special Needs for Students with Limited English Proficiency."*

**Issue 5: Communication with Parents**

The district must communicate with parents of NELB/ELL students who may also be ELL as effectively as it does with English-speaking parents. *Office for Civil Rights, "The*

*Provision of an Equal Education Opportunity to Limited English Proficient Students," December, 1992.*

**1. Does a district need to translate all information into all of the languages that are represented in its schools?**

No. First, many of the parents of identified students may possess English reading skills even if English is not the language spoken in the home. Second, a district is responsible for communicating with parents about important school information in a language they can understand. This does not include all the information sent home, but only that deemed "important." However, any information which is important, including such information as decisions about student placement, report card information, and field trip notices, should be available in a language that the parent can understand. This may be done by offering oral or written translations or providing a bilingual aide to help with parental communication. The TransACT NCLB-Parent Communication Center can be accessed by all districts in Tennessee for basic forms in English and 22 additional languages. Contact the ESL Coordinator at the State Department of Education for more information.

## **Remedies for Non-Compliance with Title VI**

### **1. What happens if a district is found not to be in compliance with Title VI?**

If the U.S. Department of Education, Office for Civil Rights (OCR) were to find a district out of compliance with Title VI, it may restrict the district from receiving any federal funds until the compliance issue is resolved. Usually, OCR and the district form a plan which is outlined in a compliance agreement on how the district will address the areas of non-compliance. OCR will monitor the district's progress in implementing the agreement. The State Department will also assist districts to meet compliance requirements under Title VI.

### **2. What if an individual or group is concerned that a district is not in compliance with Title VI?**

In response to T.C.A. 4-21-901, as amended by Chapter 381 of the Public Acts of 1995, the State Department has established the Implementation Plan to comply with Title VI. In the State Department's Plan, each school system will appoint a Title VI Coordinator and establish a complaint procedure. Individuals concerned about compliance issues in a district should first contact the district's Title VI coordinator. At the State

Department, the Office for Civil Rights (OCR) coordinator should be contacted. In addition, Public Chapter 381 entitles persons "claiming to be aggrieved by a discriminatory practice" under Title VI to file a complaint with the state agency or the human rights commission within 180 days of the occurrence.

At the federal level, individuals may file a complaint with the U.S. Department of Education, Office for Civil Rights, in Atlanta.

### **3. What can districts do to ensure they are in compliance with Title VI of the Civil Rights Act?**

Districts seeking technical assistance in the area of compliance under national origin of Title VI may contact the State ESL Coordinator. In addition, the U.S. Department of Education Office for Civil Rights Regional Branch in Atlanta offers technical assistance.

<sup>1</sup> Adapted from <http://www.nochildleftbehind.gov/index.html>

<sup>2</sup> Adapted from <http://www.idra.org/alerts/students.htm>

<sup>3</sup> Office for Civil Rights Memorandum, May 25, 1970.





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## Chapter 2: Administration

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## Getting Started: Welcoming New Students

The State of Tennessee defines ELL students as:

*Those whose native language is other than English and whose difficulty in speaking, reading, writing, or understanding the English language is an obstacle in classrooms where English is the only language of instruction.*

Students classified as ELL are entitled to services specifically designed to improve their English skills.

Obviously, it is sometimes difficult to separate problems caused by lack of language skills from other underlying causes, including:

- difficulties in cultural adjustment (See Chapter 3 for behavior and academic problems that may be caused by cross-cultural differences),
- deficiencies in academic preparation,
- physical, mental or emotional problems that might qualify the student for special education services.

In the past, many ELL students were mistakenly placed in special education classes on the assumption that the materials and teaching methods in those classes would be better for them than sitting in classes

where they could not understand the instruction. However, this violates the students' rights to educational opportunities that take advantage of their true capabilities.

This chapter will deal with issues in admitting, and registering new ELL students, and assessing them for appropriate placement.

### Welcoming New Students

A new student's first impressions of the school set the tone for rest of the child's experience at the school.

Many of the ELL students who register at your school will have just arrived in the country, and they—and their parents—may be scared and uncertain of what lies ahead. All of your school staff and faculty who will be meeting new students should be prepared to put them at ease with welcoming smiles and appropriate communication skills.

### Communicating with Non-Native Speakers of English

Frequently you will find that the parents, the student, or someone they brought with them to help register the student know some English and will understand you if you:

- slow your speech down a bit,
- are careful about using idiomatic expressions, substituting words and phrases that can be interpreted literally (“Sit down” instead of “Have a seat” for example),
- use body language to supplement speech (gesturing toward the chairs where they should sit).

Remember that the parents are legally entitled to have information about their child’s schooling delivered in a form they can understand. To facilitate this, you should:

- have access to translators: faculty and staff members, other students in the school may be used on a limited basis if they are old enough and have good skills in both languages, members of the community, etc. Caution for privacy concerns must be kept in mind.
- have standard information available in translation in the major languages represented in your area. See below and the appendix for information about the TransACT Translation Library and how to get standard forms in the most common languages.
- have simplified versions of information available for parents with some English skills.
- have on hand videotapes in the major languages that give basic information.

## **TranACT No Child Left Behind Parent Communication Center and Translation Library**

**NCLB Parent Communication Center™ (NCLB-PCCT™)** is a comprehensive suite of online services for school district personnel that integrates these TransACT services:

1. TransACT® Translation Library™ of General Education Forms in 22 languages and English
2. TransACT® NCLB Parent Notifications in English and Spanish, plus Accountability and Compliance Guides

TransACT NCLB-PCC will allow for communicating with parents of ELL students. These documents are available to all school districts via the internet, funded by the State Department of Education. They include all notification forms required under NCLB, as well as letters on attendance and behavior, discipline and suspension, field trip permission forms, parent-teacher conference notifications, registration forms and the home language survey, health, medical and immunization documents, letters related to language support programs, and others.

The Transact Library has documents in the languages below, which are

spoken by many students from the countries listed:

### **Translation Library of Educational Forms**

Languages [Common Language Spoken, by Country]

*Albanian:* Albania, Greece, Italy, Macedonia, & Yugoslavia

*Amharic:* Ethiopia

*Arabic:* Saudi Arabia, Yemen, United Arab Emirates, Oman, Kuwait, Bahrain, Qatar, Iraq, Syria, Jordan, Lebanon, Egypt, Sudan, Libya, Tunisia, Algeria & Morocco

*Bosnian:* Bosnia, Herzegovina, Yugoslavia

*Cambodian:* Cambodia, Vietnam, Thailand

*Chinese:* China, Taiwan, Hong Kong, Malaysia, Singapore, Vietnam, Thailand

*English*

*French:* France, Canada, Belgium, Haiti, fifteen+ African countries, and French dependencies

*Haitian Creole:* Haiti, Grenada, Mauritius, St. Lucia, Dominican Republic

*Hmong:* China, Thailand, Laos, Vietnam

*Japanese:* Japan

*Korean:* North & South Korea, Japan

*Lao:* Laos

*Portuguese:* Angola, Azores (Portugal), Brazil, Canada, Cape Verde (Republic of), Guinea Bissau, Macao, Mozambique, Portugal, Sao

Tome & Principe

*Punjabi:* India & Pakistan

*Russian:* Russian Commonwealth of Independent States (CIS)

*Somali:* Somalia, Ethiopia, & Kenya

To receive information on internet access, contact your district technology coordinator or the ESL Coordinator at the State Department of Education.

### **Steps in the Registration Process**

**Note: You CANNOT require**

- **A birth certificate (you can ask for the birth date),**
- **A social security number or other documents related to immigration status (students without social security numbers must be assigned a PIN number,**
- **Medical information other than the state and district's immunization requirements.**

1. Welcome the family and put them at ease.
2. Provide the parents with written information, including:
  - your name,
  - the names of other staff members who will be involved with the registration process,
  - the name, address and phone

- number of the school,
  - school day schedule (this may vary from schools the student has attended before), and
  - bus/transportation information.
3. Complete a student profile form with the student's personal data, language background (see Steps in Language Assessment), and educational history.
  4. Work with parents to complete any registration forms.
  5. Make copies of any records, such as the student's transcripts and birth certificate.
  6. If possible, provide parents with information in their language on:
    - ESL services available in the school,
    - Meals available at the school and their cost,
    - Attendance policies,
    - Immunization requirements,
    - School year calendar,
    - Parent-teacher organization,
    - Community resources, and
    - Adult English language classes and tutors.
  7. If you do not have prepared information in the parents' language, find a way to convey the vital information to them and arrange for a written version as soon as possible.
  8. Take the family on a tour of the school and introduce them to the people who will be important in their child's experience, including the guidance counselor and ESL teacher.
  9. Assign a "peer buddy" to help the student adjust during the first few weeks. The buddy can come from the ESL program or student organizations and should be prepared to guide the newcomer to classrooms, lunchroom, locker facilities, restrooms and other locations in the school, and to make introductions to other students.
  10. If the district has student handbooks which convey information about the district's grading and discipline policy, make sure the parent and student understand this information in a language they understand.

**Additional Steps For High School Students:**

evaluated, and the schedule for grade reports.

1. Provide information on the requirements for different types of diplomas, required courses, elective courses, and extra-curricular activities.
2. Explain the schedule of standardized tests and how they impact the student's progress.
3. Explain the awarding of credits, how transfer credits will be

## Steps in Identifying ELL Students

STEP 1: Administer the Home Language Survey. The three questions that should be evident in some form are:

1. What is the first language your child learned to speak?
2. What language does your child speak most often outside of school?
3. What language do people usually speak in your child's home? If the answer to any of the above questions is a language other than English, the child should be classified as Non-English Language Background (NELB) and assessed for English proficiency.
4. If one of the parents comes from an English speaking country other than the U.S., the student must be recorded as National Origin Minority for reporting purposes.

STEP 2: Assess the child to determine if child is Fluent English Proficient (FEP) or English Language Learner (ELL). A student is ELL if the test scores fall in the following ranges:

### TEST SCORES:

**Beginning/Intermediate** – non-English language background students who have been administered the English language proficiency assessment, scored within the limited range on any of the subtests, and who are entitled to ESL services under the district's service delivery model.

### Transitional ELL - Scores in the following range:

non-English language background students who were classified as ELL, and have scored fluent English proficient or above on the English language assessment test for 2 consecutive years. Students are classified as Transitional 1 (T1) the first year after scoring proficient; Transitional 2 (T2) for the second year. Transitional ELL students are exited from monitoring following the second successful year scoring at proficient or above in reading and language arts on the state assessment.

**Fluent English Proficient (FEP)** - non-English language background students who show no difficulty in regular classroom performance and meet one of the following criteria:

1. Upon initial enrollment in a Tennessee public school, scored FEP on all subsections on the state approved English Language Proficiency assessment; or,

2. initially qualified as ELL based on the state approved English Language Proficiency assessment, received ESL services, and has now scored proficient or above for two (2) consecutive years on the state approved English Language Proficiency assessment; or,

3. demonstrated the ability to meet the state's proficient or above proficient level of achievement on state assessments described in section 1111(b)(3) for reading and language arts.

### **Title III SEC. 3302. PARENTAL NOTIFICATION.**

(a) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program of —

(1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

(2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;

(4) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;

(5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;

(6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;

(7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and



(8) information pertaining to parental rights that includes written guidance

(A) detailing —

(i) the right that parents have to have their child immediately removed from such program upon their request; and

(ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(b) **SEPARATE NOTIFICATION-** In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(c) **RECEIPT OF INFORMATION-** The information required to be

provided under subsections (a) and (b) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

(d) **SPECIAL RULE APPLICABLE DURING SCHOOL YEAR-** For a child who has not been identified for participation in a language instruction educational program prior to the beginning of the school year, the eligible entity shall carry out subsections (a) through (c) with respect to the parents of the child within 2 weeks of the child being placed in such a program.

(e) **PARENTAL PARTICIPATION-**

(1) **IN GENERAL-** Each eligible entity using funds provided under this title to provide a language instruction educational program shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can —

(A) be involved in the education of their children; and

(B) be active participants in assisting their children —

(i) to learn English;

(ii) to achieve at high levels in core academic subjects; and

(iii) to meet the same challenging State academic content and student

academic achievement standards as all children are expected to meet.

(2) RECEIPT OF RECOMMENDATIONS- The outreach described in paragraph (1) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents described in such paragraph.

(f) BASIS FOR ADMISSION OR EXCLUSION- A child shall not be admitted to, or excluded from, any

federally assisted education program on the basis of a surname or language-minority status.

For more complete timeline information on NCLB requirements by program area, access the TransACT NCLB-PCC.

## **Issues in Assessing ELL Students**

The regular monitoring and reassessment of ELL students is best accomplished by a team that includes:

- the guidance counselor,
- the ESL teacher, and
- grade level classroom teachers.

Factors to be considered in deciding whether the student should be retained in ESL classes or exited from them include:

- standardized test scores as described in the Steps in Identifying ELL Students,
- academic achievement as measured by classroom assignments and tests,
- observation of classroom behavior,

- interviews with the student,
- length of time in the school, and
- student's educational background.

### **Assessing ELL Students for Special Needs**

ELL students may, of course, have special needs over and above their lack of English skills. When an ELL student is referred for special needs assessment, first you must ensure:

- that the student has had an “opportunity to learn” whether in the native country or in the American classroom,
- that the student's difficulties are not caused by lack of English skills alone, and

- those difficulties with English, including pronunciation, are not being mistaken for a speech or language disorder.

**The Civil Rights Act of 1964 prohibits students being placed in special education if their difficulty in school is primarily the result of cultural/linguistic differences.**

**Points to Remember:**

- Interference from the first language may cause an ELL student to be unable to discriminate or clearly produce English sounds. This is not a learning, speech or hearing disorder.
- It generally takes learners 18 months to 2 years to develop conversational speech and 5 to 7 years to develop proficiency in the academic language used in school.
- Oral fluency in English may not be an indication that an ELL student has the overall English language skills necessary for academic success.
- There is no such thing as a culture-free test.
- All tests given in English are tests of English language proficiency, regardless of the content of the test.
- Many learning styles are culturally determined.
- The culturally based behavior of

ELL students must be distinguished from behavior indicative of special education needs. (See Chapter 3)

- The parents and family members of an ELL student who may be eligible for special education or disability services have valuable information that can help in developing an appropriate plan for that student.

**Parents or guardians must be notified in a language they can understand that the student is being referred for assessment for special education services.** Call the State Department of Education ESL Coordinator for more information on assessing ELL students for special needs.

**Special Education and ELL Students Guidance**

Additional guidance can be accessed on the State Department of Education website under Special Education. The Special Education Manual can be accessed at

<http://www.state.tn.us/education/speced/semanual.pdf>

Information on ELL assessment can be found beginning on page 104.

**Placing ELL Students in Non-ESL Classes**

Initial placement of ELL students in appropriate classes may be crucial to their success in the educational

program. Some guidelines for placement vary by grade level, but one overriding rule always holds true:

**ELL students must be placed in age appropriate classes, regardless of their language skills.**

### **Giving Transfer Credits**

Your guidance counselor should be trained in assessing non-U.S. school transcripts for appropriate awarding of credits. Grading systems, course titles, and grade level at which certain courses are taught all vary widely from place to place. Students should not be required to repeat content classes they had in their native language just because of their lack of English skills. If there are problems in evaluating the transcript, or there is no transcript, the principal may award credits based on competencies.

### **Placement in Kindergarten -4<sup>th</sup> Grade**

The key to success here is to place the student with teachers who understand cross-cultural difficulties and are trained in dealing with language and cultural problems in the mainstream class. Teachers who use Cooperative Learning strategies will be particularly appropriate for ELL students (See section on Cooperative Learning in Chapter 5).

### **Placement in Grades 5-8**

Consideration of educational background becomes more important at this level. Assessment of the student's knowledge of course material must be designed so that the student can demonstrate mastery of the material, regardless of competency in English. Special considerations of cultural factors in course assignment should be given to the following:

- In many cultures, it is unacceptable for boys and girls to be engaged in physical education activities together at any age.
- There may be cultural gender-based biases against certain courses: home economics for boys or shop class for girls, for example.

### **Placement in Grades 9-12**

At the high school level, differences in background knowledge may be as much of a hurdle for ELL students as lack of language skills. Keep in mind that topics students in the U.S. have heard about for years in school, at home, and on TV (Columbus, the Civil War, the presidents, for example) may be completely new to students from other countries and cultures. In addition, courses at this level can be very language-intensive, requiring advanced skills in reading and writing.

### **Problem classes include:**

- American, European, or Tennessee History: lack of background knowledge and heavy reading requirements.
- Civics: same reasons as history.
- Literature-based English classes: especially if literature choices are predominantly American and British. These courses require high-level writing skills, as well.

### **Advisable courses include:**

- Math: although students may need help with math terminology in English, if their educational backgrounds include the prerequisite courses in math, they can usually make the transition in math readily.
- Music
- Art
- Physical Education

Students who are allowed to complete graduation requirements in these courses during their first year of adjustment to the new school system and a new language will generally do better and will be more prepared for history, science, and other classes in their second year.

### **State Mandated Testing and the ELL Student**

- All students must participate in state mandated testing.

- Non-English Language Background (NELB) students identified as Fluent English Proficient (FEP) should be coded as NELB on the student answer sheet.

### **TCAP Testing**

Recent interpretations of No Child Left Behind (NCLB) require the following changes to be implemented immediately for Tennessee assessments.

1. There are no exemptions for ELL students on any state assessment. The ELL EXEMPT bubble on the student answer documents can not be used. All students enrolled in the grade or subject at the time of a test administration must be included in the assessment.
2. Accommodations for ELL students are still allowable, based on the student's assessed level on the IDEA Proficiency Test (IPT). See the table below for accommodations allowable for each test. Further details are available in the Testing Coordinator's manual.
3. There is a place on the test form to record whether the student has been enrolled in your school since the 1<sup>st</sup> reporting period, has been enrolled in the school district from

the 1<sup>st</sup> reporting period, has been enrolled in a public school in Tennessee since the 1<sup>st</sup> reporting period, or has not been enrolled in Tennessee. How this data is recorded will determine how the student's scores on the test will be included in the data reported.

The purpose for including our student population of English Language Learners (ELL) in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

The following reference from the *No Child Left Behind Act of 2001* provides the basis for this inclusion:

Section 1111(b) (3) (F) of Title I says that state assessments shall provide for:

- i. the participation in such assessments of **all** students;
- ii. the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the

achievement of such students relative to state content standards; and

- iii. the inclusion of **limited English proficient students** who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English.

Federal guidance allows for NO EXEMPTION for English Language Learners (ELL) in state mandated assessments. **All students who are enrolled must be assessed**, and those ELL students enrolled for a full academic year will be included and held accountable at some level within the state. Level of accountability will be determined by time of enrollment within the school, district, and state. A list of approved accommodations has been provided for English Language Learners in state assessments.

In addition to participation in the state assessment, an annual assessment of English Proficiency using the IDEA Proficiency Test (IPT) must be given. The level of performance must be reported to the State Department of Education.

## Accommodations for ELL Students on Standardized Tests

Accommodation	TCAP Achievement	TCAP Writing	TCAP Competency	TCAP EOC/Gateway	Required Conditions for Accommodations
<b>Q. Extended Time</b>	Time and a half per subtest	Time and a half	N/A (not a timed test)	End of Course - time and a half Gateway - N/A (not a timed test)	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT
<b>R. Bilingual Dictionary</b>	Not allowed for Language Arts, Reading, Spelling, Word Analysis nor Vocabulary subtests	Not allowed	Not allowed for Language Arts	Not allowed for English I or II	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT
<b>S. Read Aloud Internal Test Instructions in English</b>	All subtests	All tests	May read aloud or use audio tape only or audio tape with test book	All tests	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT
<b>T. Read Aloud Internal Test Items in English</b>	Not allowed for Language Arts, Reading, Spelling, Word Analysis nor Vocabulary subtests	All tests	May read aloud or use audio tape only or use audio tape with test booklet	Not allowed for English I or II	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT

\*Remember all students are eligible for Allowable Accommodations, as needed, on any state test. See the test manual for guidelines.

## **Responsibilities**

The ESL Coordinator should provide a list of ELL students and NELB students identified as FEP to the Building Testing Coordinator, and indicate which accommodations can be applied for each test.

The Testing Coordinator should make sure that each ELL and NELB student is appropriately coded on the student answer sheet.

## **ELL Students and Value-Added Accountability**

Test scores from ELL students cannot be excluded from the accountability formula. Although research indicates that ELL students, on the average, tend to score below the national norm on standardized tests, they also tend to make greater gains in achievement during their first years in an English-speaking school compared to their English-speaking peers.

Given an effective alternate language program, ELL students should, on the average, make good gains in achievement as measured by TCAP. Students receiving services from an ESL teacher should be recorded on the ESL teacher's Faculty/Student Data (F/SD) form under Reading and Language sections of TCAP up to 100%. Content area classroom teachers should include ELL students in their classes on the F/SD forms. It

is the responsibility of the ESL Coordinator to coordinate completion of F/SD forms by ESL faculty, ensuring that each has listed ELL students and their scores. For additional information about testing ELL students, contact the State ESL Coordinator.

## **Retention in Grade**

“Although grade retention is widely practiced, it does not help children to ‘catch up’. Retained children may appear to do better in the short term, but they are at much greater risk for future failure than equally achieving, non-retained peers.” (p. 84)

Nationwide, approximately 5-7 percent of students in public schools are retained each year. By the 9th grade, almost 50 percent of students enrolled in our schools have been retained one or more years, or have dropped out of school. Research shows that:

- Retention has a negative effect on the student's later achievement. Students who are promoted despite poor results in their courses do better in later years than students who are retained.
- A significant relationship between grade retention and drop-out rates indicates that students who drop out are 5 times more likely to have been retained than students who graduate. Students who repeat 2 or more years have a drop out rate



close to 100 percent. Recent research indicates that retention, not poor achievement, is responsible for much of this effect.

- Students view retention as punishment for being “bad”, whatever the actual reasons are. Retained students tend to develop problems with social adjustment, attitudes toward school, behavior, and attendance.

**ELL students must not be retained in grade level because of their language skills.**

## **Retention of ELL Students**

ELL students should be even more carefully evaluated before retention is recommended than native English speaking students to make sure that lack of English skills is not being mistaken for poor achievement.

## **Alternatives to Retention**

Measures which reduce the need to retain students include:

- Remedial before- and after-school programs,
- Tutoring,
- Summer school,
- Instructional aids, and
- Peer tutoring.

Retaining students costs schools over \$4,000 per student per year.

Ultimately, providing services to prevent retention saves money.

## **Guidelines for ESL Services to ELL Students**

### **Student/Teacher ratios for ESL:**

NCLB requires that every child meet Adequate Yearly Progress (AYP).

The following standards for the servicing of ELL students are recommended to ensure consistency in services to ELL students across the state:

- Beginning and intermediate level ELL students shall be provided daily services, or the equivalent, by an endorsed ESL teacher.
- No ESL class size may exceed state mandated grade level class sizes as provided in statute.
- The system-wide staffing ratio shall be based on an average of no more than 50 identified ELL students per full time ESL endorsed teacher

### **Beginning and Intermediate ELL Students**

See Appendix for Compliance Monitoring Standards required by Title VI of the Civil Rights Act of 1964 and T.C.A. 4-21-901.

Approved models for delivering of services to students identified as beginning or intermediate ELL include:

- Pull-out programs,
- Cluster centers to which students

- are transported for ESL classes,
- Regularly scheduled ESL classes, and
- Resource center/ESL laboratory.

Other programs must be in line with current research and practices and approve by the State Department of Education.

### **Transitional ELL Students**

Support services for transitional ELL students can take many forms, depending on the individual needs of the student. The director of the ESL program, or the ESL teacher, should monitor the student's performance in the classroom by checking the student's report card and test scores (annually, at a minimum) and by discussing each student's progress with the classroom teacher(s), then arrange for appropriate services. All students who are classified as ELL are entitled to modifications in the regular classroom and any support services they need to progress satisfactorily. The following are suggestions for types of services that have proved beneficial:

- modifications in the mainstream classroom such as the use of a bilingual dictionary, allowing extra time on tests and assignments, reducing length of assignments or

tests, or changing specific test items,

- direct service by an ESL teacher in an ESL class,
- placement in other programs that would address their specific deficiency in English such as a Title I reading program,
- sheltered content area classes for ESL students,
- use of extended contract teachers to provide advanced level help in English such as tutoring for the TCAP competency test after school and during the summer,
- use of a tape recorder in lecture classes so student can listen repeatedly,
- pull-out tutoring for classroom support for assignments such as major projects and papers when the student needs more support than FEP students,
- use of peer tutoring,
- use of abridged versions of texts such as novels in a literature class,
- careful placement by the guidance

counselor in appropriate classes and with certain teachers, and

- the use of native language aides to help students with content area classes.

**ESL Services:**

- must be delivered by an endorsed English as a Second Language teacher.
- must be delivered during the regular school day, although supplemental support may include tutorials or summer school programs.
- should be delivered daily, depending on the needs of the students.

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## **Chapter 3: Cross-Cultural Strategies**

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## Cross-Cultural Education

A shared culture binds people together, makes it easier for them to understand each other's behavior, and promotes effective communication. Since culture consists of a set of learned adaptations to the environment, it is not necessary to be born into a culture to share it with others. Nor is it necessary to belong exclusively to one narrow cultural group.

Culture in the classroom should be much more than holidays and food. The purpose of using cross-cultural strategies is to reach each student and incorporate him or her into the class, to help students from diverse backgrounds understand and value each others' cultural perspectives, and to make instruction effective for all. Awareness of cultural differences can help you make ELL students more comfortable in their classroom environment and thus able to learn more effectively.

Cross-cultural strategies are no longer being used exclusively in classrooms with students of different national origins. Many educators now see the value of a multicultural education for all students -- to help them value many kinds of diversity, as reflected in the Delaware definition. This section contains strategies to help you foster cross-cultural understanding in any educational setting.

### Goals of Cross-Cultural Education

1. For students to develop and maintain pride in their varied cultures of origin,
2. For students to develop and maintain pride in the cultural diversity of the U.S.,
3. For students to learn to get along with people from diverse cultures, and
4. To increase the effectiveness of educational strategies for ELL students.

### Significance in Tennessee

The latest available figures (2001-2002) on students identified as English Language Learners in the Tennessee pre-k-12 system include the following:

Total number: over 14,000  
Pre-k-6: 9,367  
8-12: 3,315  
Other: 4

### Languages spoken by those students:

Spanish: Over 9,000  
Arabic: approx. 660  
Vietnamese: approx. 580  
Cantonese: approx. 290  
Korean: approx. 270  
Japanese: approx. 250

Laotian: approx. 260  
 Russian: approx. 128  
 Cambodian: approx. 54  
 Tagalog: approx. 33  
 Creole (French): approx. 60  
 Portuguese: approx. 26  
 Other: approx. 2,500

This gives an indication of the different cultures represented in our classrooms. However, it should be remembered that speakers of the same language do not necessarily share the same culture. Arabic speakers may come from an African country, a middle-eastern country or another locale, and may be Moslem, Christian, Jewish, or have another religious/ethnic identity. See the appendix for a list of Common Languages by Country. Of the languages spoken by most students in Tennessee, the following summary indicates the places language speakers are likely to be from. Remember that even students from the same country may be of different cultural backgrounds.

- *Spanish*: Spain, South American, Central America, Caribbean.
- Arabic*: Saudi Arabia, Yemen, United Arab Emirates, Oman, Kuwait, Bahrain, Qatar, Iraq, Syria, Jordan, Lebanon,

Egypt, Sudan, Libya, Tunisia, Algeria, Morocco

- *Creole*: Haiti, Grenada, Mauritius, St. Lucia, Dominican Republic.
- *Cambodian*: Cambodia, Vietnam, Thailand
- *Cantonese*: China, Taiwan, Hong Kong, Malaysia, Singapore, Vietnam, Thailand
- *Portuguese*: Angola, Azores, Brazil, Canada, Cape Verde, Guinea Bissau, Macao,
- Mozambique, Portugal, Sao Tome, Principe

### Role of the Teacher<sup>1</sup>

1. Become a student of culture who is sensitive to cultural nuances and who actively seeks knowledge about other cultures.
2. Actively promote a multicultural point of view, infusing cultural awareness, tolerance and an appreciation of differences into all aspects of classroom life.
3. Help students become students of culture, teaching them processes for studying culture, providing resources and sharing information about culture as part of the curriculum.

## Cultural Misunderstandings

Why is it important to be aware of the cultural differences among your students and to incorporate cross-cultural strategies into your classroom? Consider the following examples of problems caused by a lack of awareness of cultural differences:

✓ A teacher of Navajo children on a reservation was surprised at her students' low scores on a national, standardized reading test. She went over the questions with them. One read: "Johnny's mother went to the refrigerator and saw that there was no milk. She gave Johnny a dollar. Johnny put on his jacket and went out the door. Where was he going?" The answer, of course, was 'to the store'. But the Navajo children answered, without exception, 'to the backyard' -because that's where their families kept the cows! They had no trouble reading and understanding, but their ability to predict the 'correct' answer (correct according to the test designers) was influenced by the ways their life experiences had differed from those of a suburban, mainstream child.

✓ An ESL teacher with students recently arrived from the Middle East, came to a lesson in the textbook on the use of 'need' and 'want'. The lesson was based on vending

machines - "I want a ham sandwich, so I need 3 quarters and a dime."

None of the students, however, had ever seen a vending machine or had ever eaten ham, and could not imagine food that came out of a machine. The lesson was meaningless for them.

✓ A kindergarten teacher was going over colors. "What color is a banana?" she asked a Hispanic student. Someone translated that into 'platano' for the student and the student answered "Green". "No, that's not right," said the teacher. Then she turned to an African-American student. "Do you know what color a banana is?" The student answered, "Brown." Again the teacher said, "No." Then she asked an Anglo child, and the child responded, "Yellow." "That's right," said the teacher. "A banana is yellow." Well, of course, a banana is green, then yellow, then brown - it depends on the stage of ripeness that you prefer. Also, a plantain (platano in Spanish) is a relative of the banana that stays mostly green.

Clearly, the experiential background of the students in all three of these stories affected the way they interacted with their textbooks, the tests, and the teachers. Vigilante teachers should be on the lookout for

culturally-biased classroom materials and should watch their students' reactions for indications of culturally-influenced communication problems.

## General Guidelines

- **Curriculum Materials**

Choose materials that reflect the perspectives and contributions of a variety of cultural groups. Look for reading material translated from different languages or written by members of different cultural groups. Delightful literature and picture books by and about people from many countries are now available. Look for text and pictures that represent a variety of cultures fairly and accurately.

- **Curriculum Content**

Choose content that connects with student interests and experiential backgrounds. Make sure that content reflects cultural diversity.

- **Multiple Perspectives**

Help students appreciate different ways of interpreting information. Value the contributions of students from other cultures even when they are different from the answers or interpretations you expect.

- **Instructional Strategies**

Adapt to students' learning styles, academic skill levels and language proficiency levels. Try to present material through a variety of media and styles. Provide open-ended practice activities as well as those requiring one right answer.

- **Language Diversity**

Promote multilingualism and its value. Let all students learn something about a new language, not just your ESL students.

- **Student Evaluation**

Use informal/alternative assessment and observation to guide instruction. Be aware of what your assessment tools are really measuring, skills and knowledge mastery or English proficiency?

- **Grouping Students**

Value and implement small group activities; be flexible in grouping practices. Research shows that



students who work together to achieve a goal value each other more as partners.

- **Visuals**

Consider and select visual displays from various micro-cultures. Avoid visuals that show only one cultural point of view (students are all white, for example) or that show your students' cultures negatively.

- **Role Models**

Provide students with a diversity of role models filling both traditional and nontraditional roles.

- **Home-School Relationships**

Build close relationships between family and school by sending positive, informative messages. Invite parents into your classrooms as a rich source of cultural and linguistic information.

- **Parental Involvement**

What are the requirements regarding the role of parents of LEP students?

Each LEA using Title III funds to provide a language instruction educational program must implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all other children are expected to meet.

- **Extracurricular Activities**

Encourage student participation in activities that reflect their interests, both personal and perhaps cultural.

## Deep and Surface Culture<sup>2</sup>

Many people are aware of surface differences between culture - differences in food, clothing, and celebrations. These are the aspects of culture that teachers and students often enjoy exploring in the classroom. However, it is the hidden elements of culture- 'Deep Culture'- that causes the most serious problems. It's important to be aware of those hidden values, beliefs, and attitudes that can interfere with a student's ability to function in the classroom and the teacher's ability to reach the student.

“Surface culture” generally refers to elements that are easy for people of different cultures to adopt or to change when living in a new culture. For example, most of us would have little trouble enjoying the food in Italy or France, even if it was a bit different from our usual fare. However, all of the categories listed under Surface Culture contain elements that can be part of Deep Culture as well. It is a strongly held religious belief among some groups to avoid pork and pork products. This is not something that they can be expected to adapt or change in another culture.

### Elements of Surface Culture

- **Food** - food and culinary contributions (exceptions include foods prohibited by religious beliefs or strongly held values- many Americans, for example, will not eat dog in Asian countries where it is a delicacy.)
- **Holidays** - patriotic holidays, religious observances, and personal rites and celebrations (elements of religious holidays especially may be Deep Culture)
- **Arts** - traditional and contemporary music, visual and performing arts, and drama (although esthetic preferences can be Deep Culture)
- **Folklore** - folk tales, legends, and oral history
- **History** - historical or humanitarian contributions, as well as social and political movements
- **Personalities** - historical, contemporary, and local figures

## Elements of Deep Culture

- **Ceremony:** - what a person is to say and do on particular occasions
- **Courtship & marriage:** - attitudes toward dating, marriage, and raising a family
- **Esthetics:** - the beautiful things of culture: literature, music, dance, art, architecture, and how they are enjoyed
- **Ethics:** - how a person learns and practices honesty, fair play, principles, moral thought, etc.
- **Family ties:** - how a person feels toward his or her family, friends, classmates, roommates, and others
- **Health & medicine:** - how a person reacts to sickness, death, soundness of mind and body, medicine, etc.
- **Folk myths:** - attitudes toward heroes, traditional stories, legendary characters, superstitions, etc.
- **Gesture & kinesics:** - forms of nonverbal communication or reinforced speech, such as the use of the eyes, the hands, and the body
- **Grooming & presence:** - the cultural differences in personal

behavior and appearance, such as laughter, smile, voice quality, gait, poise, hair style, cosmetics, dress, etc.

- **Ownership:** - attitudes toward ownership of property, individual rights, loyalties, beliefs, etc.
- **Precedence:** - what are accepted manners toward older persons, peers, and younger persons
- **Rewards & privileges:** - attitudes toward motivation, merit, achievement, service, social position, etc.
- **Rights & duties:** - attitudes toward personal obligations, voting, taxes, military service, legal rights, personal demands, etc.
- **Religion:** - attitudes toward the divine and the supernatural and how they affect a person's thoughts and actions
- **Sex roles:** - how a person views, understands, and relates to members of the opposite sex and what deviations are allowed and expected
- **Space & proxemics:** - attitudes toward self and land; the accepted distances between individuals within a culture

- **Subsistence:** - attitudes about providing for oneself, the young, and the old, and who protects whom
- **Taboos:** - attitudes and beliefs about doing things against culturally accepted patterns
- **Concepts of time:** - attitudes toward being early, on time, or late
- **Values:** - attitudes toward freedom, education, cleanliness, cruelty, crime, etc.

## Results of Cross-Cultural Difficulties<sup>3</sup>

What seems logical, sensible, important and reasonable to a person in one culture may seem irrational, stupid, and unimportant to an outsider.

Feelings of apprehension, loneliness, and lack of confidence are common when visiting another culture.

When people talk about other cultures, they tend to describe the differences and not the similarities.

It requires experience as well as study to understand the many subtleties of another culture.

Understanding another culture is a continuous and not a discrete process.

### Behavior Problems Resulting from Cultural Differences<sup>4</sup>

In a multicultural setting, a variety of behaviors may be manifested:

- Some students may refuse to eat with their peers because they are not accustomed to eating with anyone but members of their own family.
- Some students may not be comfortable eating with knives and forks since they are not accustomed to them.
- Some students wear clothing that differs from the style of the majority.
- Some students may have preferences for certain foods and beverages. Others may have been taught not to touch certain foods or drinks because of religious commitments or family traditions
- Some students will avoid direct eye contact with their teachers since in their culture the act of looking people directly in the eye may have a meaning other than an acknowledgment of listening.
- Some students tend to smile even when they are in disagreement with whatever is being communicated to them or when they are being reprimanded, since in their culture a smile is a gesture of respect that children are obliged to show their superiors.
- Some students may nod their heads to signify 'Yes, I know that you are talking to me,' but this does not necessarily mean 'Yes, I understand what you are saying.'

- Some students refuse, for cultural reasons, to participate in activities which require physical contact.
- Some students may not participate in extra-curricular activities or in P.E. classes (baseball, skating, track and field, etc.) since in their culture these activities are not considered part of learning.
- Some students will not answer unless they know the correct answer. An incorrect answer, a guess, means 'losing face'.
- Some students may not participate, or put up their hands voluntarily, but will respond willingly when invited to, since they come from a culture where student participation has to be initiated by the adult.
- Some students come from an exam-oriented system. They feel that their daily work is not an important part of the evaluation process.
- Some students may be absent from school on occasions when education appears to be secondary to other expectations of the family. For example, a
  - student may be absent to babysit or attend an ethnic festival not recognized by the school system.
  - Some students may frequently arrive late. Their attitude to time may be different from that of the school.
  - Different behavioral patterns exhibited by these students may be an indication of the trauma they are experiencing.
  - Some students may appear uninterested or tired when they first enter the school system. This may be due to environmental adjustment, time differences, or system changes. It may also be because they lack the skills of communication in English.
  - Some students may be very quiet and cooperative in the classroom because their previous training has taught them to be cooperative and respectful to the teachers. This does not indicate that these students do not require additional help or instruction from the teacher.
  - Some students may be able to read a passage from the chalkboard when directed by the teacher but may not be able to read independently the same

- content on the printed page. This may be because in their native language they have been taught to read from right to left or from top to bottom instead of from left to right as in English.
- Some students perceive the meaning of reading differently from others. For example, some students believe that reading is essentially an oral activity and will therefore read aloud automatically.
- For some students, written work is the most important part of the learning process. They pay little attention to the oral or related learning activities since they believe learning involves copying and memorizing printed words from a text.
- Some students may not benefit initially when audio-visual equipment is used in the classroom. Until they have been shown the teaching potential of such equipment they may feel that this material is more for play than for teaching.
- Some students may behave somewhat aggressively on the playground. This could result from the lack of adequate language skills in English to
- allow them to understand or be understood.
- Students may exhibit bruises or other possible indications of abuse that have resulted from standard medical treatment or discipline in their cultures. While these should not be overlooked, it is important to communicate with the parents and find out what has actually occurred before jumping to conclusions. Parents may need help understanding what is acceptable in their new environment, and what may not be left to the parents' discretion.

### **Behavior Problems Resulting from the Acculturation Process**

People who spend an extended period of time in a culture different from the one they grew up in, especially if they are there in some other capacity than as merely a visitor, tend to go through fairly standard stages of the Acculturation Process. Sociologists have identified the stages as follows:

#### **1st Stage: Honeymoon.**

In this stage, the newcomer may be entranced with all that is new and different about the culture. The length and depth of this stage may depend on how voluntary the individual's

presence in the new cultural setting is. It should be remembered that school-age children have rarely made the decision themselves to come to the U.S.

## **2nd Stage: Hostility**

In this stage, everything that is different about the new culture may be seen as inferior to the old. Anthropologist and sociologists say that this is the result of the individual's fear of losing the old culture, and thus part of their identity, if they accept the new culture. This is the stage that students are often in when teachers encounter them. In many cases, older students, who are more deeply imbued with their native cultures, may have more difficulty getting through this stage than younger students do. This is where teaching strategies that value the native culture by using it as a classroom resource can most help teachers with students exhibiting hostility and resistance.

Symptoms of the hostility stage can include:

- Expressions of anger
- Withdrawal
- Physical sickness
- Refusal to eat
- Refusal to do required work or participate in class activities
- Sadness, crying
- Inappropriate acting out

## **3rd Stage: Humor**

As people get over their fear of losing their native cultures, they can find humor in the differences between the old and new. Teachers can help students get to this stage by demonstrating in class that students do not need to abandon their native cultures, especially the deep aspects of it, to be successful in the new culture.

## **4th Stage: Home**

By this point, the student is fully functional in the new culture. This often doesn't occur until the student is ready to exit language support classes.

**Special Problems:** The fact that a student has fully acculturated to the 'Home' stage does not mean that all problems have disappeared. Students often acculturate more rapidly than their parents because they have had less time to become committed to the native culture and because they are surrounded by the mainstream culture in school while the parents may spend most of their time in a community of others who share the native language and culture. This often causes a rift between the parents and children, resulting in rejection by the students of the values of the native culture and of the teachings of the parents. Experts have identified this as a root cause of gang formation, where young immigrants seek to form new



families with others who share their situation and their alienation from their parents, families and communities.

Valuing the native cultures of the students in the classroom, and helping students from the mainstream U.S. culture value them as well, may help reduce this rift.

## **Parents of ELL Students**

### **Cultural considerations**

When you are working with the parents of ELL students, it's important to remember that:

1. The greatest source of cultural conflict(s) is what many parents consider to be a crisis of authority and discipline.
2. It is the perception of parents of ELL students that U.S. schools tend to foster individualism and independence in their children to the extent that they fail to learn social responsibilities toward the family. Parents of ELL students may often feel that U.S. schools seem to produce self-centered individuals who aggressively vocalize their rights and who arrogantly defy their parents' values.
3. Parents of ELL students tend not to participate in PTA/PTO and other parent-school groups. This is not

because they lack concern or interest; parent-school groups are not a part of their cultural experience. Parents of ELL students often genuinely believe that is up to the school/district personnel to decide policies and procedures without their intervention.

4. The role of family and all its members, as well as child-rearing practices may directly conflict with expectations of U.S. school personnel.
5. Parents of ELL - students tend to experience great difficulty with 'democratic' ideals to the extent that such ideals are reflected in U.S. classrooms and schools. Non-U.S. schools and school systems tend to be highly authoritarian and are closely connected to their respective governments.

### **Parents of ELL students need help to:**

- understand how U.S. school systems work in general
- understand how their local school district and schools operate
- know what is expected of them by school and district personnel regarding
- participate in their children's education

- participate in local parent-school groups and district wide parent groups
- understand how cooperating agencies work with their local schools/school districts
- understand their rights and responsibilities
- understand their children's rights and eligibility for instructional and other school-related services
- understand and assert their role(s) regarding parent training and parent involvement issues
  - notifications
  - monitoring procedures
  - participation in decisions regarding ESL Program services for their children
- understand assessment, programmatic, and instructional issues, policies, and procedures regarding ESL services
- understand the similarities and differences in regard to discipline
- understand how grading policies work in U.S. and district school systems as compared to those in their countries and cultures

### **Strategies for involving parents of ELL students**

1. Identify parents of ELL students and parents of the various cultural/ethnic groups represented in the schools and community who could assist in orientation/training sessions regarding school/district procedures:
  - a. ESL Program Components
  - b. ESL Program and related services
  - c. participation in monitoring procedures
2. Involve parents in the planning of parent group meetings and school activities. Solicit ideas from parents about those aspects of most interest to them.
3. Provide parents with information regarding appropriate procedures for dealing with school and district personnel (diffusing potential problems, as well as working to solve problems which arise).
4. Utilize parents as school volunteers for various functions, including instructional activities.
5. Emphasize the positive aspects concerning their children as much as possible. Remember that parents of ELL children perceive parent/teacher or parent/ administrator conferences as

events related to negative aspects concerning their children.

6. Encourage parent participation in multicultural education activities and events. Validation of their respective cultures improves communication and the two-way process of acculturation

7. Use alternative methods of making contact with parents of ELL students. Minimize written contact and maximize human/personal direct contact in the language(s) parents understand. Rethink outreach and communication methods/strategies.

8. Incorporate social events/activities into meeting plans. Social activities centering around cultural/ethnic groups are less threatening than formal meetings. When possible, involve the children in such activities to attract parent attendance.

9. Whenever possible, provide meetings in the parents' language(s). If not possible, provide for immediate translations so that all can focus on an idea or issue at the same time.

10. Become familiar with and develop a working knowledge of the various elements of the cultures in your schools, district and community.

11. Whenever possible, communicate directly with the parents of an ELL student about problems such as lack of attendance or tardiness, signs of culture shock, failure to complete homework, etc. Try not to put ELL students in the position of attempting to explain school policies and expectation to parents, or home expectations to school administrators. The student may feel pulled apart by the conflicting demands and expectations.

### **Hints for Teachers of Newly Arrived ELL Students**

1. Learn to pronounce each student's name.

2. Review information, including the student's age and educational background.

3. Learn about the student's home country (if not the U.S.), customs and cultural background. A set of information sheets called "Culturegrams" are available from your school system or on the web from Brigham Young University.

4. Make provisions for a class 'buddy' to help with orientation.

5. Provide classroom orientation, including orientation to procedures, texts, assignments, evaluation and expected behaviors.

6. Assist with providing orientation to the school setting, including scheduling, lunch, use of the media center and other school services, available counseling, methods of home language support and home/school communication.
7. Assist with provisions for home language support (classroom aide, other students who speak the home language, students studying foreign languages, volunteers, etc.).
8. Simplify directions for ELL students.
9. Expect students to experience 'Culture Shock', another name for the 'Hostility' stage of acculturation, when adjusting to a new culture. Students may exhibit any of the following:
  - physical problems (upset stomach, tiredness, etc.);
  - psychological problems (homesickness, grief process, tears, etc.);
  - anxiety,
  - mood swings.
10. Provide consistency in classroom regulations and expected behaviors.
11. Conduct informal classroom assessments to determine the student's content knowledge.

## Strategies for Cross-Cultural Teaching

These strategies will help you teach content-area material and language skills to all your students, as well as to create a truly multi-cultural environment in which all your students, of whatever cultural background, can flourish and feel valued and safe.

### Classroom Conduct

Be aware that students who have attended school in the native cultures will have different expectation of what they are expected to do. For example, students may

- Look down when you speak to them as a sign of respect,
- Take time to formulate a complete answer before starting to speak,
- Wait to be called on rather than volunteering when they know an answer,
- Roll eyes upward to think about what you've said or an answer they are going to give (which may look like the "rolling eyes" that Americans do to show disgust or disdain),
- Fail to participate in small group discussions because they have learned to wait for a pause before entering a conversation (which almost never happens in American conversations),

- Tend not to take oral work seriously because only written work counted in their old school system, or
- Tend not to do reading assignments because reading was not an important part of their previous schooling.

In all cases, when a student behaves in unexpected or inappropriate ways, consider whether there might be a cultural explanation. Students need to learn the behaviors expected in their new environments, but may need explicit instruction and patient reminding to change habits and become "bi-cultural" (able to meet expectations in their home culture and school culture, as appropriate).

### Building Schema or Background Knowledge

The anecdotes related previously in this chapter about the Navaho student who didn't know that milk came from a store, or the students who thought bananas were green or brown illustrate the problems students can have comprehending material if they don't have the necessary background knowledge. You can help students overcome this lack of schema by using preview activities that fill in the gaps.

For example, before students read a story about a typical middle-class American family, discuss with the class what their homes and families are like. Students may not understand references to “going to Grandma’s house” if, in their culture, Grandma always lives with them. Before they read a chapter in their social studies textbooks, ask the class what they know about the historical people or places mentioned in the chapter. Show pictures or maps. Don’t assume that they all know who Christopher Columbus or George Washington are.

## **Methods and Approaches**

There has been very little research on how methods and approaches in instruction can be culturally appropriate or inappropriate for various groups, but there is no doubt that culture plays a part in how well a student’s learning strategies match the teacher’s instructional strategies. For example, some cultures prefer linear patterns of logic, attention to detail, and learning through reading and writing. Students from these cultures tend to do well in the American school system. Students from other cultures may learn better through oral instruction and holistic approaches. In some cultures, students learn by watching experts (often the teacher or parents) perform an activity, then gradually take over parts of the activity (think of a child helping to cook

dinner by stirring the pot, or adding items cut up by the adult). These approach of moving from the whole to the parts may differ from an instructional approach of giving a detailed set of instruction (for a lab experiment, for example) and expecting students to follow the steps without having a global understanding of the whole first.

The more variety you use in presenting material to students and providing opportunities to practice and learn, the more likely you are to reach all students, with their varied learning styles, expectations, and skills.

## **Multicultural Activities**

The following activities will help to create a rich environment for students from all cultures in your classroom:

### **Storytelling**

Ask students to tell a story, perhaps a folktale, or to talk about a custom that is popular in their culture. Allow them to tell it first in the native language, then in English. You might work with them on the English version before they deliver it to the class.

Be aware that students who came to the U.S. when young may not know much directly about their native countries or cultures. Give them advance notice so

that they can ask their parents to tell them something to share with the class. This strategy can help strengthen the relationships between child, parents and school, as the student realizes that the school values the culture of the parents. Students will develop confidence when allowed to try out a story in a language they know first. Their classmates will enjoy the story and may want to discuss how aspects of the story are similar to those of stories they know.

You might either have the storyteller write the story down afterwards, or assign a more English-proficient student to work with the storyteller to get the story in written form. Then publish a book of the class' stories.

### **Show and Tell**

Ask students to bring in something representative of their culture or country for example, a map or flag, clothing, a craft, a holiday decoration, etc. They can tell the class what the object is used for, where it came from, how it was made, or why it is important in their culture.

You might have all the students write a brief description of the show and tell object for the day.

### **Visits from the Parents**

Ask for volunteers among the parents to visit the classroom and teach the

students a few words of another language or something about a cultural tradition. Showing students that you value their parents' experiences, language and values will help the student appreciate their own cultural heritage more.

### **Culture in Content Areas**

Culture is content for every day, not just special days. Use every opportunity you find to communicate your multicultural perspective. In social studies, take a multicultural point of view. Supplement your text with materials that show the history and contributions of many peoples.

In math and science, take into account other countries' notation systems that students may have learned (many cultures represent decimals with a comma rather than a period, for example) and point out important contributors to the field from many cultures. Incorporate arts and craft styles from many countries into your fine arts program. In physical education, play games from a variety of countries. Read literature from and about your students' countries of birth.

### **Acting it Out**

Ask the students to work in groups to plan a skit about a famous event in the history of their cultural group or in the life of a hero (George Washington

cutting down the cherry tree, for example, is well known to most children who grow up in the U.S.). Have each group plan, practice and act out a skit.

### **Misunderstandings**

Ask students to think of incidents that involved some kind of cultural misunderstanding and to share them with the class. Did the misunderstanding involve words, body language, rules of time or space, levels of formality, or stereotypes about a culture? Try to use the incidents to help all students see the importance of being flexible in encounters with people from another culture.

### **Resources on Cross-Cultural Strategies**

Derman-Sparks, L., et al. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC:

Cummins, J. (1989). *Empowering Minority Students*. California Association for Bilingual Education, 926 J Street, Suite 610, Sacramento, CA 95814.

Enright, D. S. & McCloskey, M. L. (1988). *Integrating English: Developing English Language and Literacy in the Multilingual Classroom*. Reading, MA: Addison-Wesley.

Grant, C. & Sleeter, C. (1989). *Turning on Learning*. Columbus, OH: Merrill Publishing Company.

Heath, S. B. (1983). *Ways with Words*. New York: Cambridge University Press.

Holt, D. D. (Ed.). (1986). *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students*. Sacramento: California Department of Education.

McCloskey, M. L., Linse, C. & Hooper, S. (1991). *Teaching Language, Literature and Culture*. Reading, MA: Addison-Wesley.

Saville-Troike, M. et al. (1983). *Culture in the classroom: A handbook for field Experience Supervisors*. Council on Teacher Education, University of Illinois.

Tiedt, P. L. & Tiedt, I. M. (1990). *Multicultural Teaching: A Handbook of Activities, Information, and Resources*, 2nd edition. Boston: Allyn and Bacon, Inc.



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<sup>1</sup> Adapted from Enright, D.S. & McCloskey, M.L. (1988). *Integrating English: Developing English language and literacy in the multilingual classroom*. Reading, MA: Addison-Wesley, p. 220.

<sup>1</sup> Gonzales, Frank. *Mexican American Culture in the Bilingual Education Classroom*. Unpublished doctoral dissertation, The University of Texas at Austin, 1978.

<sup>1</sup> Shirts, G.R., 1977.

<sup>1</sup> *English as a Second Language/Dialect Resource Book for K-12*. Province of British Columbia Ministry of Education.

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## Chapter 4: Grade-Level Classroom Teachers

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## Introduction

“All teachers are language teachers; all students are language students.”

Think about it- all of your students are in the process of learning English vocabulary, grammar, spelling, and reading and writing strategies. Whatever grade level or subject you teach, you are constantly introducing vocabulary and helping students develop the appropriate strategies for reading and writing about the subject matter. The difference with ELL students is that they may have a very limited range of general English to build on.

### Language Acquisition<sup>1</sup>

“... (language) acquisition is a subconscious process that is identical to the process in first language acquisition in all important ways. While acquisition is taking place, the acquirer is not always aware of it, and he or she is not usually aware of its results. Learning is conscious knowledge, or knowing about language.” Stephen Krashen, 1985.

Krashen’s theory of acquisition versus learning states acquisition happens naturally in a manner similar to first language acquisition where the learner receives input through listening and

reading, and develops control of syntax and grammar subconsciously and through feedback.

### Input Hypothesis

Krashen’s theory states that language acquisition occurs when learners receive input- through listening and reading- at a level just above their current skill level. Language that is at a higher difficulty level can not be processed by the learner, but language that is too simple does not promote learning.

### Affective Filter

Krashen also states that for acquisition to occur, the learner must be relaxed and comfortable. Stress puts up a strong filter, through which language input cannot pass.

### Monitor

Learning of rules for language sets up a monitor which edits language output. If the monitor is too strong, fluency will suffer.

### Stages of Language Acquisition

Students go through predictable stages in acquiring a language. The following chart shows characteristics of each stage and strategies that can be used with students at each of the stages.

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Pre-Production</b>	<b>Early Production</b>	<b>Speech Emergence</b>	<b>Intermediate Fluency</b>
Students comprehend simple language but cannot produce language yet.	Students comprehend more complex language and can make one or two word responses.	Students can speak in phrases and sentences.	Students can combine phrases and sentences into longer passages of language, oral and written.
Characterized by <ul style="list-style-type: none"> <li>minimal comprehension</li> <li>no verbal production</li> </ul>	Characterized by: <ul style="list-style-type: none"> <li>limited comprehension</li> <li>one/two word responses</li> </ul>	Characterized by: <ul style="list-style-type: none"> <li>increased comprehension</li> <li>simple sentences</li> <li>some basic errors in speech</li> <li>reading limited to what can be comprehended orally</li> <li>writing limited to brief responses</li> </ul>	Characterized by: <ul style="list-style-type: none"> <li>good comprehension</li> <li>use of complex sentences</li> <li>some errors in written language</li> </ul>
Students can: <ul style="list-style-type: none"> <li>listen</li> <li>point</li> <li>respond with action</li> <li>draw</li> <li>choose</li> <li>act out</li> </ul>	Students can: <ul style="list-style-type: none"> <li>name</li> <li>label</li> <li>group</li> <li>answer yes/no</li> <li>discriminate</li> <li>list</li> <li>categorize</li> <li>count</li> </ul>	Students can: <ul style="list-style-type: none"> <li>retell</li> <li>define</li> <li>explain</li> <li>compare</li> <li>summarize</li> <li>describe</li> <li>role-play</li> <li>restate</li> <li>contrast</li> </ul>	Students can: <ul style="list-style-type: none"> <li>analyze</li> <li>create</li> <li>defend</li> <li>debate</li> <li>predict</li> <li>evaluate</li> <li>justify</li> <li>support</li> <li>examine</li> <li>hypothesize</li> </ul>
Teacher should: <ul style="list-style-type: none"> <li>use visual aids</li> <li>modify speech</li> <li>focus on key vocabulary</li> <li>ask for physical responses</li> </ul>	Teacher should: <ul style="list-style-type: none"> <li>use yes/no questions</li> <li>ask for single-word answers</li> <li>use cloze exercises</li> <li>expand on student answers</li> </ul>	Teacher should: <ul style="list-style-type: none"> <li>use games</li> <li>incorporate language from tv, radio, movies</li> <li>conduct writing exercises</li> <li>use readings for language input</li> <li>use problem-solving activities</li> </ul>	Teacher should: <ul style="list-style-type: none"> <li>help students develop academic skills, especially in reading and writing</li> <li>use activities that require analysis, hypothesizing, justifying and supporting.</li> </ul>

## Learning Strategies

Students use different strategies to learn and remember. Some of these strategies are developed through experience, while some seem to be related to personal characteristics and tendencies. Rebecca Oxford (2001) has written about six categories of learning strategies that are particularly relevant to successful language learning: cognitive, metacognitive, memory-related, compensatory, affective, and social (p. 359). These can be summarized as follows:

**Cognitive:** practicing and repeating new words; deductive reasoning, translating, analyzing; taking notes, highlighting, summarizing

**Metacognitive:** paying attention, organizing, setting goals and objectives, evaluating one's own performance

**Memory-related:** creating mental linkages, such as grouping and placing words in context; applying images and sounds to represent things in memory; structured reviewing; using mechanical techniques, such as physical response

**Compensatory:** choosing topics based on the familiarity of the content and language, describing objects and concepts when the exact term is not known,

guessing from context, and “acting out” unknown words and phrases.

**Affective:** using music or laughter as part of the learning process, rewarding oneself, making positive statements about one's own progress, discussing feelings

**Social:** seeking correction, asking for clarification, working with peers, developing cultural understanding (Oxford 2001, pp. 363-365)<sup>2</sup>.

It is important both to be aware of the strategies that each student prefers, in order to give them the chance to learn and practice using those strategies, and to introduce strategies that students may not have tried on their own.

For example, when introducing new vocabulary from a textbook, you can give students a chance to practice the words in several different ways: by using flash cards to repeat or practice spelling, by sorting the words into categories, by drawing images to represent the words, by using the words in a made-up song, by acting out the words (playing Charades, perhaps) or by peer teaching and learning.

## Multiple Intelligences<sup>3</sup>

Howard Gardner of Harvard University proposed the theory of multiple intelligences in 1983. The basic idea is that our definition of intelligence has been too limited, and that certain inclinations that have been called “talents”, “skills” or “interests” before may be far more important in influencing the way a child learns. The seven original intelligences plus one added by Gardner later include:

- 1. Linguistic intelligence**  
("word smart")
- 2. Logical-mathematical intelligence**  
("number/reasoning smart")
- 3. Spatial intelligence**  
("picture smart")
- 4. Bodily-Kinesthetic intelligence** ("body smart")
- 5. Musical intelligence**  
("music smart")
- 6. Interpersonal intelligence**  
("people smart")
- 7. Intrapersonal intelligence**  
("self smart")
- 8. Naturalist intelligence**  
("nature smart")

Classroom learning has traditionally favored students with linguistic intelligence, because they learn well from textbooks and lectures, or logical-mathematical intelligence. Gardner and others who have studied the intelligences suggest that students may not only have certain natural abilities in one area or another (a child may pick

up songs easily or play piano “by ear”, or may be able to run fast, jump higher, and throw and catch a ball better than the other children), but that students may learn better when knowledge is presented or practiced through particular intelligence. Learning may happen in the following ways for those possessing specific types of intelligence:

*Linguistic:* through reading, listening and writing;

*Logical-mathematical:* through problem-solving, deduction, analysis of numerical data;

*Spatial:* from maps, graphs, charts, diagrams, illustrations;

*Bodily-Kinesthetic:* through movement, sports, games, dance;

*Musical:* through songs, chants, rhythm;

*Interpersonal:* through group work, cooperation, collaboration;

*Intrapersonal:* through reflection, journals, exploratory writing;

*Naturalistic:* through nature, plants, animals, outdoor fieldtrips.

Both the Learning Strategies and Multiple Intelligence theory strongly suggest that the more variety we use in introducing new material, and the more different ways we offer students to practice and learn that material, the more students we will reach.

## **Strategies for Making Content Knowledge More Accessible**

### **Classroom Strategies<sup>4</sup>**

1. Be aware of “wait time”. This is the time you allow a student to begin answering a question you have asked. Typically, in a classroom in the U.S., teachers will wait a maximum of 6 seconds for the student to begin speaking. In other cultures, teachers wait as long as a full minute, allowing time for the student to formulate a complete answer. Many ELL students feel that they never have a chance to show what they know. Some teachers have found that extending their wait time has resulted in more participation from all students, not just ELL students
2. Be aware of differences in eye contact and body language. Children in the U.S. are usually taught to look at the person speaking to them. In many cultures, children learn to look down to show respect to teachers, parents, and other adults. Be careful not to assume that a student doesn’t know an answer or is avoiding your question if he or she looks at the ground while you are talking. See the chapter on Cross-cultural issues for more information.
3. Seat ELL students in the front of the room, if possible. They can often understand you better if they can see your face and lips while you are talking, and they are less likely to be distracted by the other students.
4. Explain special vocabulary terms in words known to the students. Especially, provide "survival" vocabulary and structures for the content area. Be aware that students whose native languages are based on Latin, such as Spanish, French and Italian, are more likely to recognize words that we think are difficult, rather than the simple, every day English words that are Germanic in origin. For example, “organize” is a cognate in Latin languages, “set up” is not.
5. Set up activities and centers to help students learn basic terms so that they can understand a subject. For example, place language master cards with prerequisite terms and a language master at the learning center for the use of students who need them

6. Use peer tutors to help ELL students. An able reader can study for a test by paraphrasing the textbook for a less proficient student, and both will increase their knowledge of the content.
7. Provide pictures to illustrate new words and terms.
8. Use pictures, tables, maps, diagrams, globes, and other visual aids to assist in comparison and contrast for comprehension of concepts.
9. Present clear illustrations and concrete examples to illustrate complex concepts and skills.
10. Record difficult passages from textbooks on tape for listening activities.
11. Maintain a library of supplementary books and workbooks written in simple English.
12. Make written materials more readable by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions or transition from one idea to another.
13. Provide biographies of significant men and women from different cultures
14. Develop interests and arouse curiosity through hands-on experiences, the out-of-doors, pictures, newspaper clippings, and periodicals.
15. Use graphic organizers for students to write in details and labels.
16. Support reading instruction by providing films, records, filmstrips, instructional television, and other materials which may be used independently or in small groups.
17. Tape record problems for independent listening assignments.
18. Offer a variety of reference materials for independent use.
19. Collect comic books that portray historic and cultural events in simplified language.
20. Use cartoons and leave the balloons above the speakers blank, to be filled in by the students.
21. Encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships.
22. Keep a variety of games to be played in pairs or small groups.



23. Show the same information through a variety of charts and visuals.

## **Language Learning in the Content Areas<sup>5</sup>**

Language teaching to students who are acquiring English should take place all day in all content areas. These students have no time to waste. They cannot wait until they are proficient in English to learn content area concepts and vocabulary. Although their thinking skills have developed in another language up to this point, students who are acquiring English are capable of thought processes as sophisticated as those of their peers. They have valuable knowledge that is waiting to be tapped, and they need to continue developing their high-level thinking skills. What's more, the adaptations that you make in your content-area teaching to accommodate second language learners will benefit proficient English-speaking peers as well.

### **Science**

Help students who are acquiring English to show their strengths through science. These students may be excellent observers, though describing what they observe may be more difficult. Keeping records of data allows language learners to take advantage of their strengths while working with more proficient students who will act as language

models. Lack of knowledge in English doesn't interfere with students' powers of observation and analysis or with their ability to draw pictures of what they have observed.

Assign students to small groups for experiments. Students will feel comfortable practicing the written and spoken language needed for working together and organizing information.

Have students present the information gained in experiments in a variety of language-oriented ways. Individual or group oral presentations give students a chance to share and discuss their conclusions. Written records and reports allow teachers and/or more proficient peers to work with language learners on dictating or writing skills. Illustrations of the sequence of events in an experiment do not require a great deal of previous reading or writing experience and give language learners the chance to use simple labels to learn vocabulary and document their first-hand research.

### **Social Studies**

New language learners must begin to find their way in the new community. Try the following activities:

- teach map skills starting with a map of the community so that students learn where resources such as the public library are;

- set up a store to help them learn about the exchange of money and products;
- have them role play situations in which they require a service from someone in the community, e.g., applying for a learner's license to drive, reporting a burglary to the police or requesting repairs from a landlord;
- use related books and storytelling as a means of learning about various cultures and historical changes that ELL students may not be familiar with. After sharing these stories with students, have them role play important events;
- take advantage of students' knowledge of other cultures by having them serve as resources on aspects of their cultures of origin, by sharing crafts and/or history, or by telling about their own experiences traveling to this country and adapting to a new culture. Shared cooking experiences not only teach important aspects of the culture being learned -- foods, preparation, serving and eating customs, and vocabulary -- but also can celebrate the cultures from which the recipes originate. Being an expert, for once, instead of a beginner, can help build students' positive self-concepts.

## **Mathematics**

Do not make the mistake of thinking that mathematics does not involve language. Students with little English may be good mathematicians. However, in order to develop higher mathematical skills and to apply them, students must learn language, and specifically, the language of mathematics.

Help students to apply their mathematical skills in other content areas and in real-life situations. Incorporate language into math by

- playing word games with mathematical terms,
- having students interpret charts and graphs,
- having them explain the procedure by which they reached an answer, and
- giving examples of ways they can use skills outside of school.

Language learners with good mathematical skills can develop language skills by tutoring others. Make mathematical learning more accessible to language learners by using many manipulatives. Basic mathematical concepts and images are developed by manipulation of real things.

- Use manufactured math materials such as attribute blocks, counters, base ten blocks, Cuisenaire rods, tangram pieces, geoboards, and pattern blocks as well as found math materials;
- look for geometric patterns in nature;
- investigate probability by observing cars as they go by the school. What is the probability that the next car will be red? A Porsche? A red Porsche?
- find authentic reasons to use mathematical operations, e.g., have students take a survey of cafeteria food preferences, graph data collected, analyze results and report back to the dietician.

Using individual and cooperative activities in place of work sheets will increase language and mathematical learning for all your students.

## The Arts

Pretending comes naturally to children and provides a wonderful means to learn and use new vocabulary and structures. Drama reaches across cultures and brings students together in non-threatening, shared group activities. Dramatic activities promote individual learning responses and encourage creative, flexible thinking and problem solving. A variety

of responses are considered "correct" in these dramatic situations, and students can feel secure taking risks. Drama in the classroom promotes attending to both verbal and non-verbal communications, which in turn promotes language acquisition. Incorporate these dramatic activities into your classroom:

1. *Pantomime*. Non-verbal communication puts both English and non-English speakers at the same disadvantage. Give students situations to act out and ask the audience to name actions or emotions portrayed by the actors' Use wordless books, in which the actions are already pictorially portrayed, as scripts. Progress to simple dialogue slots.
2. *Puppetry*. Students who are acquiring English are often more willing to take risks when talking to puppets than when talking to fluent adults or peers. Students feel free to experiment with voices and language sounds without fear of embarrassment. Use a puppet as a "teacher assistant"; have puppets available for improvisation in the drama center and help students create their own puppets and short puppet plays relating to a theme of study. Another advantage of puppetry is that it is used around the world and is familiar to most students.

3. *Creative Dramatics.* Bring multi-ethnic literature into the classroom through dramatizations of fables, myths, and folklore of a variety of cultures. You or a student who is a strong reader can narrate a story while others participate in simple dialogue and actions. Later on, small cooperative groups can develop and rehearse their own skits.
4. *Drama Center.* Have a corner of the room reserved for dramatic play. As themes change, the drama center can change from post office to covered wagon to medieval castle. Have a variety of props related to the theme of study available for spontaneous theatre at the drama center. If you're studying food groups, set up a grocery store. Near Halloween, create a haunted house. If you're learning about transportation, set up a taxi stand, an airplane interior, or a train station.
5. *Role Play.* Role playing is natural to young children. It reduces the inhibitions of older students because they can step out of themselves and pretend to be someone else. Using these activities gives students a chance to rehearse useful interactions in a safe environment and provides students with opportunities both to see and be peer language models. Use role play to practice interviewing before a field trip, to practice giving classroom tours when visitors are expected, and to rehearse strategies for solving differences between students when the need arises.
6. *Readers' Theatre.* In this strategy, students act out the roles in a story as a narrator reads a script, pausing for each actor's lines. Choose or develop short scripts for this activity. Use predictable easy-to-remember plots and lines, as appropriate to the grade level. As you rehearse the play, students will acquire oral language and reading skills through repetition and through their attempts to interpret the moods and feelings of the story.

## Music and Movement

Using music, poetry, and movement, separately or in combination, can help student learn the sounds and rhythms of the English language in an enjoyable, memorable context. Often, students with musical intelligence can learn more through music than through reading text or looking at pictures.

1. *Choral Speaking/Singing.* In the process of helping young children learn about music -- about tempo, rhythm, pitch, meaning of lyrics, and mood, teachers can provide

rich language learning experiences. Songs, poems (which include the lyrics of songs), and chants provide students the safety of using the language in a group where their mistakes can go unnoticed and provide additional aids to their developing auditory discrimination. Choose songs, poems, or chants that incorporate repetition, rhyming, rhythm, humor, and word play.

Do not hesitate to introduce songs and chants that have some structures or vocabulary that the students have not yet learned. Students will learn them by “chunking” (see Oral Strategies).

2. *Movement.* Movement activities help students learn about and appreciate music as they develop their balance, coordination, endurance, flexibility and imagination. You can make them into language activities as well by employing the TPR strategy, and giving students instructions which they act out in their dance. Kinesthetic learners will particularly benefit from movement activities.
3. *Games with Chants and Songs.* Use games that incorporate chants, rhymes, and songs. Add language learning to existing games by inventing chants or songs to go with them. Have students write their own chants or “raps” using the content knowledge they have been studying.

## Visual Arts

As art and life are inseparable, art should be an integral part of the language learning classroom. Visual arts include much more than painting pretty pictures; this area includes designing graphs and charts to illustrate information, or turning events into drawings that may be as simple as stick figures. Provide many opportunities for students to experience and talk about art and to develop fine motor skills and art vocabulary as they develop concepts of line, form, space and color. Use drawing to introduce new vocabulary and structures, and encourage students to use drawing to aid them in communication when they don't have the words.

1. *Art and Culture.* Expose students to art from many cultures. For young children, one of the main exposures to art is through picture books. Discuss the art in the books with your young artists, and use picture books as models for your art. For example, after reading and talking about picture books by Ezra Jack Keats using collage illustrations, have students make collages. Talk about African tie-dyeing techniques, and then help students make tie-dyed T-shirts. When studying about Native Americans, show students sand paintings, and set up an art activity with colored sand at the art center.

*2. Art and Share Discourse.* Art activities are excellent opportunities for the casual, spontaneous talk among students that is essential for language development. You can make the environment encourage talking in small ways; for example, provide materials that must be shared rather than individual supplies, so that students can learn polite request forms as they ask one another for materials.

## Cooperative Learning in Multicultural Classrooms<sup>6</sup>

**Cooperative learning strategies for the classroom have improved students' academic achievement and attitudes toward self, peers, and school. These strategies are more potent than many established instructional strategies for developing social competencies and promoting constructive peer relationships. Joel M. Moskowitz (1983)**

In cooperative classrooms, students find value in helping one another learn. They don't see educational goals as attainable by the few. Rather, they see them as attainable by all: everyone accomplishing a set of goals. The classroom is organized so that the goals are most likely to be attained when students cooperate and collaborate. When the class works together toward a goal, they become a cohesive, powerful, and positive force.

Research shows that using peers as collaborators, teachers, and tutors results in better academic achievement, ethnic relations, pro-social development, and attitudes toward school, learning, and self in multicultural classrooms. It also increases a sense of student-ownership of the classroom environment and activities.

In the cooperative classroom, language learning is enhanced by the use of peers as co-teachers, and of language as a medium of communication rather than a separate subject. When small groups of students collaborate on a common task,

they must clarify and negotiate meaning with one another which results in complex language input, including low-level input (repetition of information), middle-level input (stating of new information), and high-level input (integrating information and creating rationales for its use). All of these types of language input are crucial to second language acquisition.

In cooperative learning settings students can use higher level cognitive processes as they compare contrasting views in order to come to a consensus and jointly synthesize information to present it to the rest of the class. Throughout this process, students of all levels of language proficiency gain practice in the use of the language necessary to carry on these negotiations -- practice that is more varied, purposeful, and directed to students' proficiency levels than group-paced worksheets, which are usually inappropriate for young children

Many other rewards come with the cooperative learning environment. Discipline improves, freeing the teacher from the role of maintaining social control in favor of the role of consultant to individuals and small groups. Since what students like to do, i.e., talk, is put to productive use toward their academic achievement and language development, students spend more time on task. At the same time, students become more active, self-directed, and communicative learners as they work cooperatively together.

## **Common Questions about Cooperative Learning<sup>7</sup>**

### ***What is cooperative/collaborative learning?***

Cooperative learning is a form of indirect teaching in which the teacher sets the problems and organizes the students to work it out collaboratively. (Kenneth Bruffee, 1984)

Cooperative learning means more than merely putting students in groups for discussion or completion of tasks. Johnson and Johnson (1984), two of the most prominent researchers on cooperative learning, have defined the four elements crucial to effective cooperative activities:

1. positive interdependence among learners in respect to resources, task accomplishment, or reward;

2. face-to-face interaction in small groups (although computers and computer networks may allow cooperation that is not face-to-face.)

3. individual accountability for participation or internalization of the relevant knowledge or skills;

4. use of interpersonal and small group skills in the learning process.

But notice that cooperative learning involves more than just working in small groups. The elements of group reward and individual accountability are crucial to the success of a cooperative learning task. In a meta-analysis of 46 studies that compared cooperative and competitive learning strategies carried out over an extended period of time in elementary and secondary classrooms, 63 percent reported significant differences in favor of the cooperative structure; however, when only those studies which included group rewards for individual achievement were considered, 89 percent resulted in superior performance under the cooperative mode (Slavin, 1983).

### ***How can you give a group reward based on individual achievement?***

A study by Johnson, Johnson, and Stanne (1986) illustrates one way to accomplish this. Seventy-five 8th graders were assigned to three conditions in groups of four to work on



a computer simulation teaching map reading and navigational skills. In the first condition, students were told that they would be completing individual worksheets every day, but their grade would be determined by the average scores of the team members on the worksheets and the final exam. In the competitive condition, students worked in groups and completed daily worksheets, but were told that their grade would be determined by their rank within the group. In the individualistic condition, students were told that their scores would be compared to preset standards to determine the grade. After the simulation was completed, all students were tested individually on the map skills they had learned. Students in the cooperative condition scored higher on the computer simulation and on the tests of concepts learned than students in either of the other conditions. In addition, students in the cooperative condition engaged in significantly more task-oriented verbal interaction and indicated greater acceptance of females as work partners. Knowing that their grades depended not only on their own learning but on how much each of their group members learned about map skills, students were highly motivated to teach each other and ensure that every group member learned as much as possible.

The idea is to have the students work together while learning the skills, then test them individually but have their final

grades dependent on the average of the group. If this is not possible within your academic structure, perhaps a certain percentage of their grade could be determined by the average of the group scores, the rest by their individual test scores.

Another, relatively simple way, is to give the group a task, and tell them that you will ask one student from the group at random to report orally or that you will choose one paper from the group to grade. That individual's grade becomes the group grade. Knowing this, the group members will see to it that everyone in the group has mastered the task.

In some cases it may work better to assign a group project in which each individual is responsible for a part of the project, but a single grade is given. Work in class should be structured so that the students in the group can discuss and plan together, and advise each other on their segments of the project, but not do another student's work. See the Suggested Projects section for possible assignments.

***Won't students object to getting a group grade?***

The Johnsons have conducted over 70 studies of cooperative learning in classroom settings. Their observation is that once students become accustomed to the concept of group rewards, it seems

logical to them, and indeed, the only way to grade a task that all have contributed to. Even at the college level, students are increasingly required to work in project groups and are accustomed to having their grades based on a combination of group work and individual tests.

Research shows that high achievers do not lose anything by working in groups with students of lesser abilities. If anything, they learn more from teaching and explaining to others.

***What are the benefits of cooperative/collaborative learning?***

Carol Ames (1984) has elaborated on the motivational processes that underlie the effectiveness of different learning situations as follows:

1. When learners receive some indication of success, they feel more successful and competent. The indication of success or failure is usually a grade or other external evaluation, comparison with previous performance, or comparison with others' performance. Competitive situations, by their nature, reduce the number of learners who can be given "successful" external evaluation, or who can see their performances as superior to others', thus limiting the number of learners who will feel competent and will rate their own performance as successful. Cooperative settings, on the other hand, increase the possibility for success as it is measured

by completion of the group task, allowing more learners to feel competent.

2. Success in competitive settings tends to result in exaggerated inflation of self-esteem while failure results in exaggerated deflation. Self-esteem and feelings of competence strongly influence the individual's motivation to engage in an activity, so cooperative learning, by providing more learners an opportunity for success, motivates the majority to engage in further learning, while competitive learning motivates only the few who receive high evaluations.

3. The perception of failure in cooperative settings depends on the group outcome. Those who are in successful groups perceive their own performance as successful even though they may have low abilities, but those in unsuccessful groups may see themselves as unsuccessful and experience feelings of low self-esteem. For that reason, it is important that the teacher structures the task and monitor group performance to provide the support needed to make the experience successful for everyone.

4. Cooperative settings reduce the perceptions of differences among individuals. Students who have participated in cooperative groups tend to see other students as more similar to themselves than students in competitive settings.

The result is that cooperative learning results in higher achievement levels for all students, not just those top few who would also be successful in competitive settings. Naturally enough, cooperative learning helps students develop better interpersonal skills. Perhaps most importantly, cooperative learning has been shown to be an extremely effective way of mainstreaming handicapped, minority, and ELL students. Study after study shows better acceptance of these students by the majority after cooperative learning experiences. Some students express a greater willingness to work with female students after a cooperative experience, as well.

***Who benefits the most from collaborative learning?***

“One of the most important findings to emerge from the cooperative learning research is the strong achievement gains among minority pupils in cooperative classrooms. Anglos show equal or somewhat greater academic gains in cooperative classrooms compared to traditional classrooms, but minority students show far greater gains in the cooperative compared to traditional methods.” Spencer Kagan (1986)

Kagan explains that this is an effect of bringing the social organization of the classroom more in line with that of the home environment. Many of our students

come from cultures which values the group, especially the family and the community, over the individual. The traditional American classroom, with its emphasis on competition and individual achievement, is not an environment in which members of these groups can flourish.

***What is the teacher's role in cooperative learning?***

“Teacher roles in cooperative learning classrooms are quite different from those of traditional classrooms; along with the changed social structure comes a changed pattern of teacher attention, expectations, and discipline. The need for discipline, especially individual discipline, is reduced, and the ability of teachers to consult with individual students is increased.” Spencer Kagan (1986)

Frank Smith (1986) suggests that teachers model collaboration for their students by writing with them: brainstorming, composing, and editing together. This doesn't mean that teachers ask for ideas from students with a set of acceptable answers already in mind, but that they actually work through the process of a new writing task with the students. Teachers are often hesitant to do this, thinking that they shouldn't put themselves in the position of being tentative, of starting and backing up, of rethinking and revising in front of their students. They are afraid they will be seen

as not fully competent in their own language skills. But this is how all writers really write. When students do not have a model of how advanced writers work, they tend to assume that good writers never falter, never make mistakes, never change what they have written. Judging their own efforts against this impossible goal, they see little chance of ever becoming good writers.

Also, collaborating with students provides them with a model for collaboration. They learn how to create the kind of give and take necessary for good collaboration. They learn how to negotiate differences in concepts.

## Resources on Cooperative Learning

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## Accommodations for ELL Students on Standardized Tests

The following guidelines are mandated in Tennessee. All students are expected to achieve to the same high standards in Tennessee. There are NO exemptions of ELL students from state assessments.

However, ELL students can have special accommodations during standardized testing as shown in the chart below, IF required conditions are met

ELL status must be determined by the IDEA Proficiency Test (IPT). A score of less than English Proficient on any subtest qualifies students as ELL.

School districts must document and determine accommodations each year, based on individual needs and abilities.

Accommodation	TCAP Achievement	TCAP Writing	TCAP Competency	TCAP EOC/Gateway	Required Conditions for Accommodations
<b>Q. Extended Time</b>	Time and a half per subtest	Time and a half	N/A (not a timed test)	End of Course - time and a half Gateway - N/A (not a timed test)	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT
<b>R. Bilingual Dictionary</b>	Not allowed for Language Arts, Reading, Spelling, Word Analysis nor Vocabulary subtests	Not allowed	Not allowed for Language Arts	Not allowed for English I or II	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT
<b>S. Read Aloud Internal Test Instructions in English</b>	All subtests	All tests	May read aloud or use audio tape only or audio tape with test book	All tests	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT
<b>T. Read Aloud Internal Test Items in English</b>	Not allowed for Language Arts, Reading, Spelling, Word Analysis nor Vocabulary subtests	All tests	May read aloud or use audio tape only or use audio tape with test booklet	Not allowed for English I or II	➤ ELL, <b>and</b> ➤ score as limited English proficient on IPT

\*Remember all students are eligible for Allowable Accommodations, as needed, on any state test. See the test manual for guidelines.

## Alternative Assessment

Students are assessed for a number of reasons:

- To make placement decisions
- To measure achievement against other students or preset standards
- To determine progress to next grade/level
- To gather data on effectiveness of teacher/school
- To measure progress and mastery of content

Standardized tests are used for several of these purposes. However, standardized tests and many classroom tests rely on the student's ability to read and write in English. The ELL students may not do well on this type of test despite having a good grasp of the content of, for example, a social studies or even math lesson, especially if word problems are involved.

Alternative assessment gives you a way to measure how well students have learned the content or skills you have taught, even if their language skills are not yet well-developed.

For example, students can show knowledge by

- Pointing to pictures, maps, charts, etc. when asked questions

- Drawing pictures
- Responding with physical actions
- Sorting objects into categories or arranging events in order

### **Aligning Instruction and Assessment: Implications from Cognitive Learning Theory (CLT)<sup>8</sup>**

CLT: Knowledge is constructed. Learning is a process of creating personal meaning from new information and prior knowledge.

Implications for Instruction/Assessment:

- Encourage discussion of new ideas.
- Encourage divergent thinking, multiple links and solutions, not just one right answer.
- Encourage multiple modes of expression, for example, role play, simulations, debates, and explanations to others.
- Emphasize critical thinking skills: analyze, compare, generalize, predict, hypothesize.
- Relate new information to personal experience, prior knowledge. Apply information to a new situation.

CLT: Learning isn't necessarily a linear progression of discrete skills.

Implications for Instruction/Assessment:

- Engage all students in problem solving.
- Don't make problem solving, critical thinking, or discussion of concepts contingent on mastery of routine basic skills.

CLT: There is great variety in learning styles, attention spans, memory, developmental paces, and intelligences.

Implications for Instruction/Assessment:

- Provide choices in tasks (not all reading and writing). Provide choices in how to show mastery/competence.
- Provide time to think about and do assignments. Don't overuse timed tests.
- Provide opportunity to revise, rethink.
- Include concrete experiences (manipulatives, links to prior personal experience).

CLT: People perform better when they know the goal, see models, and know how their performance compares to the standard.

Implications for Instruction/Assessment:

- Discuss goals; let students help define them (personal and class).
- Provide a range of examples of student work; discuss characteristics.
- Provide students with opportunities for self-evaluation and peer review.
- Allow students to have input into standards.

CLT: It's important to know when to use knowledge, how to adapt it, how to manage one's own learning.

Implications for Instruction/Assessment:

- Give real-world opportunities (or simulations) to apply/adapt new knowledge.
- Have students self-evaluate: think about how they learn well/poorly; set new goals, why they like certain work.

CLT: Motivation, effort, and self-esteem affect learning and performance.

Implications for Instruction/Assessment:

- Motivate students with real-life tasks and connections to personal experiences.
- Encourage students to see connection between effort and results.



CLT: Learning has social components. Group work is valuable.

Implications for Instruction/Assessment:

- Provide group work.
- Incorporate heterogeneous groups.
- Enable students to take on a variety of roles. Consider group products and group processes.

## **Portfolio Assessment**

Portfolio assessment has become increasingly popular as a way of assessing progress and development of skills as well as a way of documenting the complexity of material and skills the students have mastered. In portfolio assessment, the students and the teacher together compile a set of written and taped materials, as well as records of performance, that, ideally, allow each student a variety of ways to demonstrate comprehension and mastery. Items in a portfolio may reflect mastery linked to curriculum goals. In the example below, the goal comes from the TESOL Standards for Pre-K-3.

Level: Pre-K-3

Goal 1, Standard 2

To use English to communicate in social settings. Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Portfolio entries based on indicators:

- Written description of a special family member with photos.
- Tape of student reading a book to friend and the discussion that follows based on teacher-made questions.
- Local celebration, "World's Biggest Fish Fry" – share the most exciting activity and illustrate.
- Teacher has checklist to critique language spoken.
- Find book in library concerning favorite subject and share in small group and video presentation.
- Chosen as helper to take papers to office and talk with secretary. Secretary asks questions daily-directed by teacher. Secretary has checklist. Student receives sticker to be placed in portfolio.

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<sup>1</sup> Krashen, Stephen D. *Inquiries and Insights*. Hayward, CA: Alemany Press, 1985.

<sup>1</sup> Oxford, R. (2001). Language learning styles and strategies. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.

<sup>1</sup> Adapted from Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic, 1983.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. New York: Basic, 1993.

<sup>1</sup> Adapted from Medina, T.J. (1993) "Through the Eyes of Victor: Why Adapt Instruction."

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<sup>1</sup> Adapted from McCloskey, M. L. (1990). *Integrated Language Teaching Strategies*.

Atlanta, GA: Educo Press.

<sup>1</sup> Adapted from McCloskey, M.L. (1990) *Integrated Language Teaching Strategies*. Atlanta, GA: Educo Press, pp. 4-5.

<sup>1</sup> Adapted from Thrush, Emily A. (1990) "Working Together: Cooperative/Collaborative Learning." *TESOL in Action Monograph Series*, 5 (2). Atlanta, GA: GATESOL.

<sup>1</sup> Adapted from *A Practical Guide to Alternative Assessment* (1992) Joan L. Herman, Pamela R. Aschbacher, and Lynn Winters. Alexandria, VA: Association for Supervision and Curriculum Development.

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## Chapter 5: Strategies for ESL Teachers

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## **Introduction**

ESL teachers work with students in a variety of conditions: pull-out classes, core classes where children start in the ESL class for all or part of the school day and are gradually transitioned into content-area classes, and newcomer centers where language and social/cultural skills are developed before the students are moved into school settings with native speakers. Each of these settings requires the teacher to use different ways of organizing the classroom, designing a curriculum, and presenting lessons.

However, some basic elements underlie all good language instruction:<sup>1</sup>

- Interactive lessons with hands-on activities and cooperative learning,
- Encouragement of creativity and discovery,
- Versatility and flexibility,
- Enhancement and support of the mainstream curriculum,
- Opportunities for all students to feel successful,

Accommodation of the needs of students at different levels of ability, and

- Integration of language skills, thinking skills, and content knowledge.

The review of various theories, methods, approaches and strategies on the following pages is intended to be a resource for ESL teachers in providing ideas for ways to incorporate these elements into their lesson plans.

## BICS/CALP<sup>2</sup>

A person's proficiency in a language refers to the degree to which that person is able to use the language. Language is used for various purposes, most of which fall into either the social dimension or the academic dimension (Cummins, 1981). We can compare language to an iceberg. The portion that is visible on the surface, usually the social dimension, is only a fraction of the total iceberg. In order to use a language in academic work, the speaker must have an extensive foundation (mental processes) related to the language. This foundation is acquired through using the language over an extensive period of time in settings designed to build that foundation.

Cummins refers to the skills necessary for social interactions involving language as Basic Interpersonal Communication Skills (BICS). They involve listening comprehension and speaking skills sufficient to understand and respond to social interactions.

BICS can be compared to the visible portion of an iceberg. It demonstrates the learner's ability to understand and use spoken language appropriately. Most non-native English speakers acquire sufficient BICS in English

within a two-year period to meet their needs in social situations.

Cummins refers to the language skills necessary to function in an academic situation as Cognitive/Academic Language Proficiency (CALP). These skills encompass listening, speaking, reading, and writing abilities, specifically in relation to learning in content academic areas. ELL students generally require from five to seven years to acquire CALP skills. This can be compared to the portion of an iceberg that is not visible (under the surface of the ocean). CALP refers to both cognitive and concept development, and linguistic development.

### Definitions

#### ***BICS-Basic Interpersonal***

***Communication Skills:*** The skills involved in everyday communication - listening, speaking, carrying on basic conversation, understanding speakers, and getting one's basic needs met.

#### ***CALP-Cognitive Academic Language***

***Proficiency:*** The skills that are needed to succeed in the academic classroom, including problem solving, inferring, analyzing, synthesizing, and predicting. These go beyond the

BICS, demanding much greater competence in the language.

### **Characteristics of Basic Interpersonal Communication Skills<sup>3</sup>**

A student who has fully developed BICS is often mistakenly thought to be ready for full participation in academic work. However, these students usually still need support in acquiring CALP. Students with BICS but not the full range of CALP skills will exhibit the following characteristics:

#### **Listening Comprehension:**

Students generally understand non-technical speech, including conversation with teachers and classmates. Since they sometimes misinterpret utterances, native speakers of English must adjust their vocabulary and rate of speech.

#### **Speaking:**

- Grammar and word order - students have a fair command of basic sentence patterns. They avoid constructions which demand more control of grammar and word order. They also begin to over-generalize.
- Vocabulary - The vocabulary which students use is adequate for social conversation, but not for

successful participations in discussion of content subject.

- Pronunciation - Although students may have a noticeable accent, their pronunciation is understandable. Younger students tend to acquire native-like pronunciation very quickly, but that does not mean that they have full command of grammar and vocabulary.
- Fluency - Students' fluency is smooth, although the length of their utterances is somewhat limited by difficulties with English. Their speech may be marked by restatements, repetitions, and hesitations.

#### **Reading:**

Reading skills improve, and students profit greatly from inclusion in basal reading groups. Although students may now prepare some assignments independently, their performance in content classes is usually not adequate.

#### **Writing:**

Students use more complex sentence structure in their writing. The introduction of many irregular word forms adds to the difficulty of learning English and students need assistance with them.

## Methods and Approaches in Teaching ESL

### The Natural Approach

“... (language) acquisition is a subconscious process that is identical to the process in first language acquisition in all important ways. While acquisition is taking place, the acquirer is not always aware of it, and he or she is not usually aware of its results. Learning is conscious knowledge, or knowing about language.” Stephen Krashen, 1985.

Krashen's theory of acquisition versus learning states acquisition happens naturally in a manner similar to first language acquisition where the learner receives input through listening and reading, and develops control of syntax and grammar subconsciously and through feedback. Although Krashen's claim that this subconscious process of acquisition is superior to direct classroom instruction is controversial, several of the concepts of the Natural Approach, developed from his theories, have proven useful for language teachers.

**Comprehensible Input:** Students learn best when exposed to samples of the target language that are at or just above the student's current level of acquisition of the language. Teachers can ensure that the language used in the classroom is comprehensible by evaluating the students on the Stages of Language Acquisition chart below.

**Low Affective Filter:** Students are best able to absorb and mentally process the language input they receive when they are in an environment where they are relaxed and their anxiety level is low. The teacher can provide this by making the classroom a warm, supportive environment in which students feel free to take risks with language. There is new information about the process of the brain that supports this idea. When an individual is under stress, all activity in the brain is centered in one small part that activates a “fight or flight” response. Lack of activity in other parts of the brain indicates that learning is impossible under great stress.

**Meaningful Communication:** Research shows that more learning takes place when students are engaged in communication that is meaningful to them because more of the content and structure of the communication enters long-term memory.

Communication is meaningful when it touches on the students' real lives or centers on topics chosen by and of interest to the students.

**Stages of Language Acquisition:** Students go through predictable stages in acquiring a language. The following chart shows characteristics of each stage and strategies that can be used with students at each of the stages.

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Pre-Production</b>	<b>Early Production</b>	<b>Speech Emergence</b>	<b>Intermediate Fluency</b>
Students comprehend simple language but cannot produce language yet.	Students comprehend more complex language and can make one or two word responses.	Students can speak in phrases and sentences.	Students can combine phrases and sentences into longer passages of language, oral and written.
Characterized by: <ul style="list-style-type: none"> <li>minimal comprehension</li> <li>no verbal production</li> </ul>	Characterized by: <ul style="list-style-type: none"> <li>limited comprehension</li> <li>one/two word responses</li> </ul>	Characterized by: <ul style="list-style-type: none"> <li>increased comprehension</li> <li>simple sentences</li> <li>some basic errors in speech</li> <li>reading limited to what can be comprehended orally</li> <li>writing limited to brief responses</li> </ul>	Characterized by: <ul style="list-style-type: none"> <li>good comprehension</li> <li>use of complex sentences</li> <li>some errors in written language</li> </ul>
Students can: <ul style="list-style-type: none"> <li>listen</li> <li>point</li> <li>respond with action</li> <li>draw</li> <li>choose</li> <li>act out</li> </ul>	Students can: <ul style="list-style-type: none"> <li>name</li> <li>label</li> <li>group</li> <li>answer yes/no</li> <li>discriminate</li> <li>list</li> <li>categorize</li> <li>count</li> </ul>	Students can: <ul style="list-style-type: none"> <li>retell</li> <li>define</li> <li>explain</li> <li>compare</li> <li>summarize</li> <li>describe</li> <li>role-play</li> <li>restate</li> <li>contrast</li> </ul>	Students can: <ul style="list-style-type: none"> <li>analyze</li> <li>create</li> <li>defend</li> <li>debate</li> <li>predict</li> <li>evaluate</li> <li>justify</li> <li>support</li> <li>examine</li> <li>hypothesize</li> </ul>
Students comprehend simple language but cannot produce language yet.	Students comprehend more complex language and can make one or two word responses.	Students can speak in phrases and sentences.	Students can combine phrases and sentences into longer passages of language, oral and written.
Teacher should: <ul style="list-style-type: none"> <li>use visual aids</li> <li>modify speech</li> <li>focus on key vocabulary</li> <li>ask for physical responses</li> </ul>	Teacher should: <ul style="list-style-type: none"> <li>use yes/no questions</li> <li>ask for single-word answers</li> <li>use cloze exercises</li> <li>expand on student answers</li> </ul>	Teacher should: <ul style="list-style-type: none"> <li>use games</li> <li>incorporate language from tv, radio, movies</li> <li>conduct writing exercises</li> <li>use readings for language input</li> <li>use problem-solving activities</li> </ul>	Teacher should: <ul style="list-style-type: none"> <li>help students develop academic skills, especially in reading and writing</li> <li>use activities that require analysis, hypothesizing, justifying and supporting.</li> </ul>



## Resources on the Natural Approach

Hadley, Alice Omaggio. *Teaching Language in Context*. Boston: Heinle & Heinle, 1993.

Krashen, Stephen D. *Inquiries and Insights*. Hayward, CA: Alemany Press, 1985.

\_\_\_\_\_. *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press, 1982

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Terrell, Tracy D. "A Natural Approach to Second Language Acquisition and Learning." *The Modern Language Journal* 61(1977): 325-37.

\_\_\_\_\_. "The Natural Approach to Language Teaching: An Update." *The Modern Language Journal* 66 (1982) 121-32.

\_\_\_\_\_. "The Role of Grammar Instruction in a Communicative Approach." *The Modern Language Journal* 75 (1991): 51-63

## Teaching through the Content Areas

In order to help students acquire the

Cognitive Academic Language Proficiency (CALP) needed for success in school, many ESL teachers are using an approach called Cognitive Academic Language Learning, or CALLA, proposed by Chamot and O'Malley (1994). The idea of CALLA is to build language skills through activities based on content areas such as science, social studies and math, and to build knowledge in the content areas through language instruction. For example, the imperative verb form might be learned through following and giving instructions for a simple scientific experiment, such as cleaning pennies in a solution of vinegar and salt. Comparative forms might be practiced in an activity where students measure their shadows at different times of the day and compare long, longer and longest, while also learning about the movement of the sun.

There are three models of content-based instruction: theme-base, adjunct, and sheltered (Scarcella & Oxford, 1992). In theme-based instruction, students develop language proficiency through discussion and activities centered based on an academic topic such as weather and the change of seasons, or life forms in the ocean. Topics are chosen based on their interest to the students and the opportunities they offer for a rich variety of language development activities.

In the adjunct model of content-based instruction, the ESL teacher coordinates with the content area teacher to provide support for the material being covered in the grade-level classroom. The ESL teacher might introduce an upcoming topic from the textbook the week before it is assigned in the grade-level class so that ELL students can be familiarized with the vocabulary and background knowledge they will need to understand the material. The ESL teacher might also supplement the classroom instruction with additional activities that provide more practice in the language skills needed.

The sheltered classroom model requires separate grade-level classes specifically for ELL students where content knowledge is developed at the language proficiency level of the ELL students. For various logistical reasons, this model is difficult to implement and rarely used except in some areas where there are higher concentrations of ELL students.

Chamot, A. U., & O'Malley, J.M. (1994). *The CALLA handbook: Implementing the cognitive-academic language learning approach*. Reading, MA: Addison Wesley.

Scarcella, R., & Oxford, R. (1992). *The tapestry of language learning: The individual in the communicative*

*classroom*. Boston: Heinle & Heinle.

### **Task-based Instruction<sup>4</sup>**

The idea behind task-based instruction is that authentic uses of language are normally based around accomplishing something, whether it be ordering a meal in a restaurant or investigating a topic to write a research paper. Typically, an authentic task combines the skills- reading the menu and speaking to the waiter, for example, or listening to a lecture and writing notes on it. In task-based instruction, students are assigned a task at an appropriate level of difficulty, and then given support in the language skills needed to accomplish the task. For example, ELL students might be asked to make a chart showing the numbers of brothers and sisters of their classmates. They will need to ask each other questions to gather the information, and then work in groups to discuss how to format their chart. Then they might present their charts to the class, to practice formal speaking skills.

### **Total Physical Response (TPR)<sup>5</sup>**

Total Physical Response (TPR) is a language teaching strategy in which new language is introduced through a series of commands to physically enact an event. The student responds to the commands with action.

Research on this strategy shows that more efficient learning, with fuller student involvement, occurs when students actually move than when they do not. For beginning students, an advantage of TPR is that students are not required to make oral responses until they have achieved and demonstrated full comprehension through physical actions. In this respect, TPR accommodates the Stages of Acquisition postulated in the Natural Approach.

TPR is particularly effective with kinesthetic learners and those with physical intelligence (see chapter 4 on learning strategies and multiple intelligences). For this reason, TPR activities are often incorporated with other means of instruction as a way of providing variety.

### **Seven basic steps of TPR:**

1. *Setting up.* The teacher sets up a situation in which students follow a set of commands using actions, generally with props, to act out a series of events. These events should be appropriate to the age level of the students.

#### **Suggestions for K-5**

Making a salad, peanut butter sandwich or other simple dish  
Building something with block or Legos  
Drawing a picture

#### **Suggestions for 6-8**

Baking a pie  
Changing a light bulb  
Washing a car

#### **Suggestions for High School:**

Shopping for groceries  
Ordering and serving food in a restaurant  
Changing a tire

2. *Demonstration.* The teacher demonstrates or has a student demonstrate the series of actions. Students are expected to pay careful attention, but they do not talk or repeat the commands.

3. *Group live action.* The group acts out the series as the teacher gives commands. Usually this step is repeated several times so that students internalize the series thoroughly before they produce it orally, or, when appropriate, read the series of actions.

4. *Written copy.* The series is put on chart paper or blackboard for students to read and copy.

5. *Oral repetition and questions.* After the students have made a written copy, they repeat each line after the teacher, taking care with difficult words. They have ample opportunity to ask questions, and the teacher points out particular

pronunciation features that may be causing problems.

6. *Student demonstration.* Students are given the opportunity to play the roles of reader of the series and performer of the actions. The teacher checks comprehension and prompts when needed.

7. *Pairs.* Students work in groups of two or three, one telling or reading the series, and the other(s) listening and responding physically. During the group work time, the teacher can work individually with students.

Several authors have developed TPR scripts on a variety of topics for teachers' use. (See Resource List) Develop your own activities around familiar situations or around school experiences that might be frightening or confusing to students from other cultures (e.g., an earthquake or tornado drill, scoliosis screening, or a job interview).

TPR can also be an effective tool for student assessment. You can observe students who are not yet producing much English as they participate in TPR activities and determine just how much the student is able to understand.

### **TPR Storytelling**

One way of introducing language other than instructional forms through

TPR is the use of storytelling. The teacher introduces a set of gestures that signify both nouns and verbs. For example, a cat might be signified by stroking the hands away from the face to indicate whiskers, and running might be indicated with two fingers making the action of legs. The students practice the actions as the teacher says the words. Then the teacher tells a story that incorporates these words. The students listen silently, making the appropriate actions as they hear each of the words. The story is told several times, with the students repeating the actions. Finally, the students might be asked to close their eyes while listening, to make sure they comprehend the words, and are not just following the actions of other students.

Next, students might be asked to act out the story as the teacher tells it. The story can be written on the board or on big pieces of paper. The students might work in groups to create variations on the story and perform their versions for the class, with one student reading the story while others in the group act it out. Finally, the students can write their versions of the story to practice writing skills and spelling.

“Stories” can be anything from “The Naughty Cat” to “Columbus Comes to America” to “The Photosynthesis Process in Plants” as appropriate to the grade and skill level of the students.

## Resources for Total Physical Response

- Asher, J. (1977). *Learning another language through actions: The complete teacher's guidebook*. Los Gatos, CA: Sky Oaks Productions.
- Enright, D.S. & McCloskey, M.L. (1985). Jump-rope games. *Branching Out: TESOL Newsletter Supplement No. 2*. 29(3), 12-13.
- Linse, C. (1983). *The children's response: TPR and beyond toward writing*. Hayward CA: Alemany Press.
- Nelson, G. & Winters, T. (1980). *ESL Operations: Techniques for learning while doing*. Rowley, MA: Newbury House.
- Romjin, E. & Contee, S. (1979). *Live Action English*. New York: Pergammon Press.
- Veitch, B. (1981). *Cook and learn: Pictorial single portion recipes*. Reading, MA: Addison-Wesley.

## The Language Experience Approach<sup>6</sup>

The language experience approach is readily adaptable to second language learners at a variety of levels. This approach has a number of features which enhance whole language learning for ELL students. Students learn that what they say and think is important enough to be written down; they learn how language is encoded by watching as their oral language is put into print; and they use familiar language -- their own -- in follow-up activities which investigate language structures they have learned, including left-right, top-bottom progression, letter-sound correspondence, spelling patterns, sight vocabulary, and conventions of print.

The Language Experience Approach also reduces the problem of reading comprehension difficulty caused by lack of background information because students are writing about their own experiences.

There are six basic steps in this approach:

1. *Share and discuss an experience.*  
This can be a trip, an activity such as cooking, playing a game, or role playing, a book (wordless or with words), a story, a science experiment, a personal narrative, a film, or a video.

2. *After the discussion, elicit dictation from individuals or the group.* Write students' suggestions on the blackboard, chart paper or overhead projector for all to see, using the students' exact words without correcting or changing.

3. *With the students, read and revise the story together.* Periodically, read back the dictation, asking if it is what the students intended. Encourage students to suggest changes to improve the piece. In the context of taking dictation and helping students with revision, you can teach and reinforce such skills as letter-sound correspondence, usage, capitalization, punctuation, and word endings and parts. You can also teach such composition skills as using a strong lead and organizing a story chronologically. The revised story is copied to be saved and reused.

4. *Read and reread the story together.* Individuals may read with or without you, and the class may read in chorus. Invite students at various levels to participate in different ways. Having students of different proficiency levels work together can be very helpful.

5. *Have students use the piece in many follow-up activities,* including matching activities, writing activities, copying, unscrambling words or sentences from the story, etc.

Students can illustrate the parts of the story that they dictated, making a cover and turning the story into a class small or big book. Select follow-up activities based on student levels. Beginning students might search for certain words and underline them, read the story in chorus, or participate in an oral cloze activity. (In a cloze activity, every nth word is left out of a passage for students to fill in.) Intermediate students might unscramble sentences, choose words and make cards for a word bank, or match sentence strips to sequenced pictures from the story. Duplicate the story and have students use small copies for reading, selecting, and practicing vocabulary words. Children may enjoy making covers for their own copies of the story, illustrating the pages, and taking the books home to read to family members. Older students may enjoy 'publishing' their books on the computer, editing each others' stories and collaborating on page layout and design.

6. *Students may move from reading their own or class pieces to trading and reading one another's work.* They may also move from dictating to the teacher to writing their own pieces.

### **Resources for The Language Experience Approach**

Ashton-Warner, S. (1963). *Teacher*. New York: Simon & Schuster.

Dixon, C. & Nessel, D. (1983).  
*Language experience approach to reading (and writing): LEA for ESL*.  
Hayward CA: Alemany.

Rigg, P. (1989) "Language experience approach: Reading naturally." In  
Rigg, P. and Allen, V. (Eds.), *When they don't all speak English*, pp. 65-76. Urbana, IL: NCTE.

Van Allen, R. & Allen, C. (1976)  
*Language experience activities*. Boston:  
Houghton Mifflin.

## Pair and Group Work

Working in pairs and small groups is particularly appropriate for ESL students because students build language skills through real communication with each other, and students from many cultures are more comfortable speaking in small groups rather than in whole-class activities.

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## Suggested Pair and Group Activities

### Dyad Activities

Dyad Activities give students the chance to practice some aspect of English structure without the presence of the teacher. The students work in pairs. Each student has the answers for the other student, and can provide immediate correction. The teacher can prepare the exercises ahead of time, or the students can write exercises in pairs and exchange them (the teacher should check the exercises for accuracy before they are exchanged).

### *Sample Dyad Activity*

Instructions: The exercises for Student A and Student B are cut apart so that Student A sees only the first four sentences and Student B sees only the last four sentences. They sit facing each other. Student A reads sentence 1, filling in the blank with the correct form of the word in parentheses. Student B checks the answer and tells Student A whether the answer was right or wrong. Then Student B reads sentence 2, filling in the blanks, and Student A checks the answer. They continue until they have done all the sentences.

**Student A:**

1. My car is \_\_\_\_\_ than yours (fast)
2. My car is the same make as his.
3. His car is \_\_\_\_\_ color \_\_\_\_\_ mine. (different)
4. His car is more expensive than hers.

**Student B:**

1. My car is faster than yours.
2. My car is \_\_\_\_\_ make \_\_\_\_\_ his.
3. His car is a different color from mine.
4. His car is \_\_\_\_\_ hers. (expensive)

**Information Gap Activities**

In an Information Gap activity, each student (in a pair or group of 3-4) has some information that the others in the group need in order to complete a task. The students must ask each other questions in order to get the missing information.

*Sample Information Gap Activity:*

Instructions: The charts below are cut apart so Student A sees only the first chart and Student B sees only the second chart. They sit facing each other and ask each other questions to fill in the missing information in the charts. This can also be done for groups of 3 or 4 students, but every student's chart must have different information. When the charts are completed, the students can look at each others' chart to check their information.



**Student A:**

	Ford Taurus	Nissan Altima	Ferrari
Country of Origin	U.S.		Italy
Price		\$15,000	
Type	sedan	sedan	

**Student B:**

	Ford Taurus	Nissan Altima	Ferrari
Country of Origin		Japan	
Price	\$13,000		\$50,000
Type			sports car

**Interview Grid**

This is a structured way of having students ask and answer questions about topics meaningful to them. It ensures that they use the grammar points relevant to the day's lesson.

The students work in groups of 4-5. The teacher provides them with a grid like the following:

	Mary Smith	_____	_____	_____	_____	_____
		Teacher	Student	Student	Student	Student
live now?	Memphis					
live..last year?	Mexico					
watch on TV..last night?	Simpsons					
do..last weekend?	movies					
eat...for breakfast	beans, cheese, eggs					

First, the teacher models the questions; writing them on the board and having the students repeat them. Then the teacher points out how “Mary Smith” answered the

questions and how those answer are indicated with just a few words. Then the students ask the questions of the teacher. The teacher answers and the students note down the answers in the appropriate spaces. This shows the students how to do the exercise. Then they work in their groups, taking turns asking each other the questions and jotting down the answer. Afterwards, the teacher asks for a report from each group on what the members watched last night, etc.

Notice that the cue words can be changed to elicit whatever language skill the teacher wants the students to practice. The sample grid focuses on irregular past tense verbs.

## **Memory Games**

These games are usually played with index cards, but pieces of any stiff paper can be used. Either the teacher or the students make up sets of cards with matching information. For example, one card might have the infinitive form of a verb; the matching card would have the irregular past form. Or one might have the English word for a computer keyboard; the matching card would have a picture cut out of a magazine, or the word in another language. When several pairs of cards are ready, they are mixed up and placed face down on a table. The students (usually in groups of 4 or pairs) take turns revealing 2 cards. If the cards match, the student keeps the cards. If the cards don't match, they are replaced on the table and the next student takes a turn. When all cards have been turned over, the student with the most matches wins the game.

Alternative: When a card is turned over, the student must say what the matching card will say before turning over the second card. This promotes active memory instead of passive and is more advanced.

## **Role Plays**

Role plays help students use language fluently. They also help them learn to be creative, imaginative, and resourceful. In a role play, unlike a dialogue, the teacher provides only a brief description of the characters and situation of the role play. The students then improvise the words and actions.

In a guided role play, the teacher may write out a few hints of the dramatic action which is to occur. For example, a guided role play of a formal introduction might look like this:

<b>Student</b>	<b>Visitor to the School</b>
Say hello and give your name	Say hello and give your name
Welcome the visitor to the school	Say you're happy to be there and give your purpose
Offer to help if needed	Thank the student

### Strip Story

A strip story is simply a text that the teacher has cut into strips. The students work in groups to put the text back together in the right order. To do this, students have to look for clues, including sentence beginnings and endings, and coherency cues. The students must read the text closely to be able to reconstruct it. The teacher should elicit from the class what cues they used to reconstruct it so they become aware of strategies to use in their own writing. There should also be some follow-up activity using the information from the reconstructed text.

### Question and Answer Game

This game is particularly useful in getting students to practice question forms. It can be used to check comprehension of a text students have read or something they have listened to.

Instructions:

1. The teacher writes on the board several pieces of information from the text. For example, if the text were about computers, the teacher might write the categories and answers below.

Software	Hardware	Abilities
word processor spreadsheet database	CPU monitor mouse	RAM ROM 33 mhz

Each student should choose a category and an answer and try to form an appropriate question. For example, if the student chose the category ‘hardware’ and the answer ‘monitor’, the question might be, “How does the computer display information to the user?” Notice that there may be many correct questions for each answer.

Alternative: The teacher might cover the answers on the board with sticky notes. Different amounts of money can be written on the sticky notes. Then the students might choose ‘Hardware for \$1,000.’ The teacher would take off the sticky note that says \$1,000, revealing the answer behind it. If the student forms an appropriate question, the teacher gives the sticky note to the student. The student who finishes with the most money wins the game.

## **Sheltered Instruction**

Sheltered instruction is a method for providing instruction to English Language Learners in content areas, such as math, science, and history. The Sheltered Instruction Observation Protocol (SIOP)<sup>7</sup> is a specific method of instruction designed to be used for ELLs at all proficiency levels. SIOP is defined as a model of sheltered instruction based on the research of best practices, as well as the experiences of participating teachers and researchers.

SIOP incorporates a content objective with a language objective, which has been found to be challenging for most teachers. The protocol is composed of 30 items grouped into 3 sections: Preparation, Instruction, and Review/Evaluation. Items are further clustered under Instruction: Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, and Lesson Delivery. Items are scored using a Likert scale with scores ranging from 4 to 0.

The SIOP was originally designed as an observation and rating tool for teachers in the classroom. However, the participating teachers discovered its potential as a tool for lesson planning and reflection. It is research based, in-depth, and ongoing professional development in which teachers set goals, teach lessons while being video taped, reflect on effective practices with a coach or mentor, and make changes over time to become more effective at providing instruction to all students, especially ELLs.

## TESOL Standards For Pre-K-12 Students

The standards for pre-K-12 ESL students represent a starting point for developing effective and equitable education for ESOL students. These standards were developed to complement the discipline-specific standards created by other professional associations and groups. The ESL standards stand apart, however, because they acknowledge the central role of language in the

achievement of content and highlight the learning styles and particular instructional and assessment needs of learners who are still developing proficiency in English.

*ESL Standards for Pre-K-12 Students* are available at  
<http://www.tesol.org/assoc/k12standards/it/01.html>

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<sup>1</sup> Adapted from *The Art of Teaching ESL*, Leader's Guide to Video.(1993). Reading, MA:Addison-Wesley.

<sup>2</sup> Adapted from Law, B. and Eckes, M. (1990). *The more than just surviving handbook: ESL for every classroom teacher*. Winnipeg: Peguis Publishers.

<sup>3</sup> Adapted from Law, B. and Eckes, M. (1990). *The more than just surviving handbook: ESL for every classroom teacher*. Winnipeg: Peguis Publishers.

<sup>4</sup> Adapted from Willis, Jane (1996). *A framework for task-based learning*. Harlow, U.K.: Longman Addison-Wesley.

Willis, Jane. (1998). "Task-based learning: What kind of adventure?" Retrieved March 20, 2003.  
<http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/98/jul/willis.html>

<sup>5</sup> Adapted from McCloskey, M.L. & Nations, M.J. (1988). *English Everywhere: An Integrated Curriculum Guide*. Atlanta, GA: Educo Press.

<sup>6</sup> Adapted from McCloskey, M.S. & Nations, M.J. (1988). *English Everywhere: An IntegratedCurriculum Guide*. Atlanta, GA: Educo Press.

<sup>7</sup> Echevarria, J., Vogt, M.E., & Short, D. (2000). Making content comprehensible for English language learners: The SIOP model.

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## Chapter 6: Resources

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## **ESL / OCR COMPLIANCE REPORT** **(2003 Tennessee LEA Sample Plan)**

### **Descriptive Report on Services to English Language Learners (ELL)**

- ❑ **Student Identification**
- ❑ **Student Language Assessment**
- ❑ **ESL Program Participation**
- ❑ **Student Placement and Services**
- ❑ **Personnel Responsibilities**
- ❑ **Transition and Exit**
- ❑ **Program Evaluation and Monitoring**

## **STUDENT IDENTIFICATION**

**Every student who enters the School System completes a language survey form to determine if there is the influence of a language other than English. This will identify any languages other than English that are:**

- ❑ First learned or acquired by the student;
- ❑ Used by the student in the home; or
- ❑ Used by the student with friends outside the home.

Upon enrollment, all schools in the School System conduct the Home Language Survey. When a parent is non-English or limited English speaking, a bilingual translator is provided, if necessary.

Each school principal is responsible for ensuring that within 4 weeks of enrollment copies of the survey are filed in the permanent record folder of the student at the local school and one copy is distributed to the ESL Teacher/Coordinator, language assessment is provided, and results are communicated to parents.

If a language other than English is identified in any of the Primary/Home Language Survey responses, the student will be identified as a potential ELL student. A language assessment is conducted by the ESL teacher to determine language proficiency, based on the IDEA Proficiency Test (IPT).

Tennessee is by law an “English-only” state, and all instruction and assessment must be in English. Alternative language instructional programs, such as ESL, designed to increase the English language proficiency must be based on sound educational research, theory, and practices.



## **STUDENT LANGUAGE ASSESSMENT**

If entering at the beginning of the school year, within 30 days of enrollment and completion of the Home Language Survey, the ESL teacher administers the IDEA Proficiency Test (IPT) to identified students, and communicates the results and support services available to parents. Parents are given the option to waive services. Students are eligible for services in accordance with the state ESL guidelines. If entering after the school year has begun, the assessment and notification to parents must occur within 2 weeks.

### ***Assessment of English Language Proficiency***

- ❑ Students who are non-English language background will be administered the IDEA Proficiency Test (IPT) to determine their English language skills. Students who score less than proficient on any subtest of the IDEA Proficiency Test (IPT) are classified as ELL and provided services in the ESL program. Students are exited from ESL services when a proficient score is attained on all subtests: oral, reading, and writing.
- ❑ All students served in the ESL program shall be administered the IDEA Proficiency Test (IPT) annually to re-establish eligibility or to determine readiness to exit, as well as to measure progress. These scores will be kept on file to document eligibility and provide data for submission to the State Department of Education regarding program accountability and Adequate Yearly Progress (AYP).
- ❑ All data related to student eligibility will be maintained in the student's permanent folder and the ESL department.
- ❑ A score of proficient or above on the Total Reading section of a nationally normed assessment, such as TCAP, is documentation that the student is proficient in English and the IPT does not need to be administered, unless other factors warrant the administration.

## **PROGRAM PARTICIPATION**

The ESL program is designed to meet the educational needs of ELL students. The ESL curriculum provides for the development of English language proficiency skills in listening, speaking, reading, and writing. Primarily, the ESL curriculum guide emphasizes the development of competency in language acquisition. ESL services must be based on the student's needs. The following guidelines are used in determining instructional services:

### **ESL Services:**

- ❑ Must be delivered by a certified teacher with English as a Second Language (ESL) endorsement, or a certified teacher pursuing the additional endorsement.
- ❑ Provided by an educational assistant must be under the supervision of an ESL teacher.
- ❑ Must be delivered during the regular school day, although supplemental support may include tutorials after school or summer school programs.
- ❑ For beginner or intermediate level ELL students must be provided daily, or if daily services are not possible, equivalent with approval by the State Department of Education.

Grades and classroom success must be monitored by the ESL department or ESL teacher. ELL students are entitled to modifications in content and grading to the extent that they can be successful. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause. Students cannot be failed based solely on language proficiency. Staffing and resources sufficient for adequate and effective implementation must be funded and provided.

Parents of ELL students are provided communication in a language they understand, to the extent practicable. TransACT's NCLB Parent Communication Center (NCLB-PCC) and Translation Library are used to access forms in 23 languages to allow for effective communication to parents.

## **STUDENT PLACEMENT AND SERVICES**

ESL student identification and services should be based on the guidance provided in the Tennessee ESL Program Guide. As an initial step in placement the ESL teacher and Guidance Counselor conduct a review of prior educational records. If the student is achieving at grade level and experiencing no difficulty in the regular classroom, they are classified as FEP (fluent English proficient). The IDEA Proficiency Test (IPT) is not required and the student is placed at grade level in the regular classroom. If educational records are not available, or the records indicate the student is not achieving on grade level, the district will administer the IDEA Proficiency Test (IPT) to determine appropriate level of services.

A Cumulative Profile sheet on each student who is assessed with the IDEA Proficiency Test (IPT) is placed in the permanent record and also a copy is kept with the ESL teacher. Current and/or past grades, if applicable, will be considered in the placement process. These services are offered as needed:

- ❑ Modification of regular classroom assignments and tests
- ❑ Pull out individual or small group instruction by an ESL teacher
- ❑ Appropriate technology activities / other instructional activities
- ❑ Peer tutoring
- ❑ After-school and summer programs, if offered
- ❑ Parent involvement
- ❑ Other special programs / supplemental services for which the student qualifies
- ❑ Monitoring academic progress of ELL students

The district has a policy that ensures age appropriate grade level placement and prohibits retention based solely on lack of English language skills.

Students who are documented as ELL are also entitled to other services, as appropriate. Language proficiency cannot be criteria for exclusion. Other possible services include Title I, Special Education, Gifted and Talented, or Vocational Education programs.

## **RESPONSIBILITIES OF PERSONNEL**

### **ESL COORDINATOR:**

- ❑ Recommends, implements, and maintains program policies, procedures, schedules, and budgets.
- ❑ Ascertains that the goals and requirements of the program are met.
- ❑ Supervises annual system-wide Home Language Survey of national origin minority students.
- ❑ Supervises annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.
- ❑ Monitors the progress of exited students.
- ❑ Coordinates ESL services with all other departments of the school system.
- ❑ Plans staff development activities in conjunction with the Supervisor of Instruction.
- ❑ Meets regularly with program staff and other school system administrators.
- ❑ Oversees the preparation and dissemination of program communications such as brochures, videotapes and newsletters.
- ❑ Coordinates and disseminates project reports.

### **PRINCIPAL:**

- ❑ Ensures student enrollment forms, including the Home Language Survey, are completed for each student enrolling in the School and will be maintained in the cumulative folder.
- ❑ Informs the ESL teacher serving the school of new arrivals.
- ❑ Provides appropriate / comparable space for ESL instruction.
- ❑ Ensures that ELL students are provided appropriate ESL services.

### **ESL TEACHER:**

- ❑ Enforces policies and regulations as established by the Board of Education.
- ❑ Creates and maintains an instructional climate that is conducive to learning.
- ❑ Assists with the identification of ELL students using appropriate assessment instruments.
- ❑ Plans and implements ESL instruction based on diagnosed needs of each individual student.
- ❑ Evaluates student performance in the ESL class and provides classroom teachers with input regarding progress.

- ❑ Maintains records on each student attending the ESL class.
- ❑ Attends professional development for increasing knowledge of ESL strategies and methodology.
- ❑ Provides information on ELL students to state and federal agencies when requested.
- ❑ Assists ELL students in understanding American culture and encourages all students to understand other cultures.
- ❑ Functions as a resource member of the local school staff.
- ❑ Conducts in-service training for staff on ESL intervention and instructional strategies.

### **REGULAR EDUCATION TEACHER:**

- ❑ Communicates closely with the ESL teacher regarding the ELL student's progress and class assignments.
- ❑ Provides to the ESL teacher required information for completing reports to state and federal agencies.
- ❑ Takes advantage of staff development opportunities to increase understanding of ELL students' needs and to learn effective ESL strategies.
- ❑ Modifies tests and assignments when needed and appropriate.

## **TRANSITION AND EXIT**

### **TRANSITIONAL ELL STUDENTS**

Support services for transitional ELL students can take many forms, depending on the individual needs of the student. The Coordinator of the ESL program or the ESL teacher should monitor the student's performance in the classroom by checking the student's report card and test scores and by discussing each student's progress with the classroom teacher. Students are offered other services as appropriate.

## **EXIT CRITERIA**

Students exit from ESL services based on proficiency in all areas of language-listening, speaking, reading, and writing. A variety of criteria is used to document the student's proficiency and must be provided to support the decision to exit a student from the program. The task force recommends the following criteria as a program standard.

Criteria #1: Fluent and Competent levels on oral, reading and writing sections of the IDEA Proficiency Test (IPT). (In grades K-1, students must have scores of Orally Fluent, Early Reader, and Early Writer.)

### **Or**

Criteria #2: Standardized test scores from the most recent assessment must be proficient or above in Total Reading and Total Language. (In High School, students must score passing on the English Gateway exam.)

### **And**

Criteria #3: In addition to classroom grades, the recommendation of the regular education teachers and ESL Teacher must be provided to support the student's ability to succeed in the mainstream.

### **And**

Criteria #4: Approval of the ESL Coordinator

The decision of an IEP team, with an ESL Teacher included, may override the above criteria. This decision must be documented and provide evidence that exiting from the ESL program is in the child's best interest.

ELL students are monitored for 2 years after meeting exit criteria. These are considered transitional years to ensure grade level success. The first monitoring year the ELL student is classified as T1 (transitional 1), and the second monitoring year the student is classified as T2 (transitional 2). These two additional years allow for the student to be counted as ELL for district reporting. If indications arise that the T1 or T2 ELL student is not being successful, then support services are again offered, based on student needs. Services could be limited to a specific content area, or the student could be offered ESL Program services again, if necessary.

## **PROGRAM EVALUATION**

- ❑ All students are eligible to enroll regardless of immigrant status.
- ❑ If a student does not have a social security number, a pin number is assigned.
- ❑ Our district has effective procedures to identify and assess students who have a primary or home language other than English.
- ❑ An annual needs assessment is conducted with all appropriate personnel and support staff providing input to aid in determining program effectiveness and to identify areas of need.
- ❑ Our district maintains a database containing information on students who have a primary or home language other than English which includes:
  - Date of Entry
  - **Date of birth**
  - Grade level
  - Home Language
  - Current School
  - Achievement test data
  - Proficiency Level
  - Supplemental Programs participation

## **PROGRAM MONITORING**

Our district annually completes the state LEP survey, which reports the number of ELL students being served by each school. This information is used to determine the staffing necessary to meet the needs of ESL students for each school year.

Our district communicates important school information to ELL parents in a language that they can understand, to the extent practicable. TransACT's NCLB Parent Communication Center (NCLB-PCC) and Translation Library are used to provide language communication support to parents who speak a language other than English.

Our district has a procedure whereby the parents or legal guardians may waive alternative language services for their child. Our district informs the parents of the potential educational implications of waiving these services.

Students who are no longer eligible because of proficiency in English, or those who never qualified for ELL status, must be reported to the state department of education as Non-English Language Background (NELB) on the annual data collection survey. Grades, academic progress in English and content areas, retention rates, drop-out rates, participation in other programs, graduation rates, and performance on state assessments are all monitored and/or reported.

Any deficiencies found in providing adequate language support services will be corrected and a timeline for implementation provided.



## **Resource Organizations**

### **American Council on the Teaching of Foreign Languages (ACTFL)**

6 Executive Plaza  
Yonkers, NY 10701  
Tel: 914-963-8830  
Fax: 914-963-1275  
<http://www.actfl.org>

ACTFL is the national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction.

### **Association for Supervision and Curriculum Development (ASCD)**

1703 North Beauregard Street  
Alexandria, VA 22311  
Tel: 800-933-2723  
Fax: 703-575-5400  
<http://www.ascd.org>

ASCD addresses all aspects of effective teaching and learning, such as professional development, educational leadership, and capacity building. It offers broad, multiple perspectives-across all education professions-in reporting key policies and practices.

### **Center for Applied Linguistics (CAL)**

4646 40th Street, NW  
Washington, DC 20016-1859  
Tel: 202 362-0700  
Fax: 202-362-3740  
<http://www.cal.org>

CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.

### **Comprehensive Regional Assistance Center**

Appalachian Educational Laboratory  
P.O. Box 1348  
Charleston, WV 25325  
Tel: 800-624-9120  
<http://www.ael.org/>

AEL provides assistance and information on best practice educational models for at risk students, including ELL students.

### **International Reading Association (IRA)**

800 Barksdale Road  
PO Box 8139  
Newark, DE 19714  
Tel: 302-731-1600  
Fax: 302-737-0878  
<http://www.ira.org>

IRA promotes high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading, and encouraging the lifetime reading habit.

**ERIC Clearinghouse on Reading,  
English and Communication**

Indiana University  
P.O. Box 5953  
Bloomington, IN 47407  
Tel: 800-925-7853

[http://www.indiana.edu/~eric\\_rec/](http://www.indiana.edu/~eric_rec/)

This clearinghouse develops a number of "hot topic" guides related to reading, parent involvement, and cultural diversity. A number of products are designed to parent training.

**National Association for Bilingual  
Education (NABE)**

1030 15th St., NW  
Suite 470  
Washington, DC 20005  
Tel: 202-898-1829  
Fax: 202-789-2866

<http://www.nabe.org/>

NABE is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

**National Clearinghouse for English  
Language Acquisition & Language  
Instruction Educational Programs  
(NCELA)**

2121 K Street NW, Suite 260  
Washington, DC 20037  
Tel: 800-321-6223  
Fax: 800-531-9347

<http://www.ncela.gwu.edu>

NCELA is developed to collect, analyze, and disseminate information relating to the effective education of linguistically and culturally diverse learners in the U.S.

**National Center for ESL Literacy  
Education (NCLE)**

4646 40th Street, NW  
Washington, DC 20016  
Tel: 202-362-0700  
Fax: 202-363-7204

<http://www.cal.org/ncle>

NCLE provides information on adult ESL literacy education to teachers and tutors, program directors, researchers, and policymakers interested in the education of refugees, immigrants, and other U.S. residents whose native language is other than English.

**National Council of Teachers of  
English (NCTE)**

1111 West Kenyon Road  
Urbana, IL 61801  
Tel: 800-369-6283

<http://www.ncte.org/>

Publishes journals and sponsors conferences on all aspects of English teaching.

**Southeast Equity Center**

8603 South Dixie Highway  
Suite 304  
Miami, FL 33143  
Tel: 305-669-0114

<http://www.southeast.equity.org>

SEC provides information and technical assistance on how to meet the legal responsibilities school districts have to provide equitable educational opportunities for ELL students.

**Southern Poverty Law Center – Tolerance.org**

400 Washington Ave  
Montgomery, AL, 36104  
Tel: 334-956-8200.

<http://www.tolerance.org/about/index.html>

Promotes awakening to the problem of hate and intolerance and promotes tolerance ideas.

**Teachers of English to Speakers of Other Languages (TESOL)**

700 South Washington Street, Suite 200

Alexandria, VA 22314

Tel: 703-836-0774

Fax: 703-836-7864

<http://www.tesol.org>

TESOL's mission is to strengthen the effective teaching and learning of English while respecting individuals' language rights. TESOL promotes scholarship, disseminates information, and strengthens instruction and research.

**Tennessee Council of Teachers of English (TCTE)**

Carolyn Phipps  
7091 Crestridge

Memphis, TN 38119

Tel: 901-754-3923

<http://www.tncte.org/>

The state affiliate of NCTE.

**Tennessee TESOL (TNTESOL)**

Membership - Sandra Baker

144 Gooch Hall

University of Tennessee at Martin

Martin, TN 38238

Tel: 931-587-7340

<http://www.people.memphis.edu/~english/tntesol.html>

A state affiliate of TESOL, TNTESOL provides networking, conferences, professional development seminars, and a quarterly newsletter.

## **Internet Resources**

### **General Education Sites**

#### **Discovery Channel School**

<http://discoveryschool.com/schoolhome.html>

This is a part of the Discovery Channel site that contains lesson plans.

#### **Encarta Lesson Collection**

<http://www.encarta.msn.com/schoolhouse/default.asp>

This site provides lessons by subject, grade level, or keyword.

#### **Global Schoolhouse**

<http://www.gsh.org>

This site provides a wealth of resources for teachers.

#### **Pacific Bell's Educational Program**

<http://www.kn.pacbell.com/>

This site has free on-line learning activities, tools, and resources

#### **The New York Times Learning Network**

<http://www.nytimes.com/learning/>

This site offers news related teaching and learning materials.

### **K-12 Resources**

#### **CNN Interactive Learning Resources**

<http://literacynet.org/cnnsf>

This site provides current news stories to students with reading levels that are not high enough to read and understand standard newspaper articles.

#### **Columbia Education Center**

<http://www.col-ed.org/cur/>

This site contains lesson plans for language arts, mathematics, science, and social studies.

#### **Content ESL Across the USA**

<http://www.ncela.gwu.edu/miscpubs/cal/contentesl/contente.htm>

This site provides information about content based ESL practices, including examples of lesson plans.

#### **K-12 Education Resources**

<http://www.sdcoe.k12.ca.us/resources/resframe.html>

This is San Diego County's list of K-12 education resources.

#### **Lesson Plans and Units**

[http://www.phoenix.k12.or.us/stories/storyReader\\$83](http://www.phoenix.k12.or.us/stories/storyReader$83)

Presented models creatively combine content standards and technology. Some of the lesson plans are appropriate for ELL.

## **Class Activities and Techniques**

### **Activities for Summer School ESL**

[http://www.everythingsl.net/lessons/summerschool\\_esl.php](http://www.everythingsl.net/lessons/summerschool_esl.php)

This site provides thematic unit language activities.

### **English Club Lesson Plans**

<http://teachers.englishclub.com/lessonplans/>

This site has lesson plans, ideas, and worksheets for ESL teachers.

### **Free Edutainment Games**

<http://www2.gol.com/users/language/games.html>

From this site teachers can gain access to 100 pages of multi-level Edutainment activities that are ready to photocopy.

### **Games and Activities for the ESL/EFL Classroom**

<http://iteslj.org/c/games.html>

This site provides a list of activities for the English as a second language classroom.

### **The ESL Wonderland**

<http://www.eslwonderland.com/>

This site contains various ESL activities for use in classes, as well as many links to ESL resources on the Internet.

## **Online Material Sources**

### **Classroom Handouts**

<http://www.englishclub.net/teachers/handouts/index.htm>

This site provides handouts in listening, speaking, reading, writing, grammar, vocabulary, and pronunciation.

### **Clip Art Collection for Foreign/Second Language Instruction**

<http://www.sla.purdue.edu/fil/JapanProj/FLClipart>

This site contains a collection of simple line drawings that illustrate commonly used verbs, adjectives, and nouns.

### **Graphic Organizers**

<http://www.eduplace.com/graphicorganizer/>

Here you find graphic organizers handouts.

### **Comenius English Language Center**

<http://www.comenius.com>

This site provides access to relevant materials, lessons, and products.

### **Dave's ESL Café – Lesson Plans**

[http://www.eslcafe.com/search/Lesson\\_Plans/](http://www.eslcafe.com/search/Lesson_Plans/)

This part of the famous Dave's ESL Café website offers links to a number of sites with lesson plans.

## Reference Resources

### Azar Grammar Exchange

[http://www.longman.com/ae/azar/grammar\\_ex/index.html](http://www.longman.com/ae/azar/grammar_ex/index.html)

This website provides a forum where teachers can share ideas, questions, and grammar-teaching materials.

### Dictionaries on the Web

<http://www.helsinki.fi/~hkantola/dict.html>

This site has a list of various links to dictionaries on the web.

### Grammar and Language Courses

<http://www.yourdictionary.com/grammars.html>

Links to grammar from many of the world's languages

### Purdue Writing Center

<http://owl.english.purdue.edu/handouts/grammar/index.html>

This site offers brief handouts on various grammatical points.

### Online Dictionary

<http://nhd.heinle.com>

This is an online language learner dictionary.

## Standards

### National Standards for Foreign Language Education

<http://www.actfl.org/index.cfm?weblink=/public/articles/details.cfm?id=33>

Standards that are used to improve foreign language education in our nation's schools.

### Parent Guide to ESL Standards

<http://www.tesol.org/assoc/k12standards/resources/parentguide-1.html>

Information for parents to learn what the ESL standards mean for their child who is learning English as a second language.

### Standards for the English Language Arts

<http://www.ncte.org/standards/>

These standards are developed by NCTE and IRA to offer guidance for the opportunities and resources students should have in order to develop the language skills they need.

### TESOL Standards for Pre-K-12 Students

<http://www.tesol.org/assoc/k12standards/index.html>

ESL standards online.

### **TESOL Pre-K-12 Teacher Education Standards**

<http://www.ncate.org/standard/new%20program%20standards/tesol.pdf>

These are standards for the accreditation of initial programs in P-12 ESL teacher education.

### **Culture**

#### **CIA – The World Factbook**

<http://www.cia.gov/cia/publications/factbook/index.html>

This site provides information and maps on countries worldwide.

#### **Culturegrams**

<http://www.culturegrams.com>

This resource provides information on culturegrams, what they are and how to order.

#### **Multicultural Pavilion**

<http://www.edchange.org/multicultural/>

This site provides resources on multiculturalism.

#### **Teaching Tolerance**

<http://www.splcenter.org/teachingtolerance/tt-index.html>

This site provides Ideas for promoting equity and celebrating diversity.

### **The Library of Congress - Country Studies Site**

<http://lcweb2.loc.gov/frd/cs/cshome.html>

The Country Studies Series presents a description and analysis of countries throughout the world.

### **Collections of Links and Resources**

#### **ESL Lesson Plans and Resources**

<http://www.csun.edu/~hcedu013/eslplans.html>

This page contains a list of sources for ESL lesson plans and activities and provides a description of what each source contains.

#### **English Club**

<http://www.englishclub.com/>

This site has links divided into various main sections (pronunciation, games, etc.) that are easy to navigate.

#### **Great ESL Links**

<http://esl.net/eslres.html>

This site has links to some of the resources on the Web for students and teachers of ESL.

#### **Resources for Language Teachers and Learners**

<http://www.fredriley.org.uk/call/language/site/>

This is a collection of annotated links to websites of use to both teachers and learners of languages.

## **TESL/TEFL/TESOL/ESL/EFL/ESOL Links**

<http://iteslj.org/links/>

This page contains a large number of links of interest to students and teachers of English as a second language.

## **Listservs**

### **Electronic Mailing Lists in Linguistics**

<http://www.ling.rochester.edu/links/lists.html>

This page lists electronic mailing lists on various topics in linguistics.

### **Resources Listservs**

<http://otn.uoregon.edu/cbauer/listserv.html>

This site has information about general, educational and ESL/bilingual listservs.

### **TESL/ESL/EFL Electronic Discussion Lists**

<http://www.linguistic-funland.com/tesl1ist.html>

Here you find list of various discussion lists, mailing lists and newsgroups.

### **TESL Discussion**

<http://iteslj.org/links/TESL/Discussion/>

This is another collection of links to various ESOL discussion groups.

### **TESLK-12: Teachers of English as a second language to children**

<http://www.lsoft.com/SCRIPTS/WL.EXE?SL1=TESLK-12&H=CUNYVM.CUNY.EDU>

This is a listserv specifically designed for K-12 ESOL teachers.



## **Publishers**

ABACA Books, Inc.  
PO Box 1028  
Normal, IL 61761  
Tel: 888-322-2356  
Fax: 309-728-23565  
<http://www.abacaesl.com>

Addison Wesley Longman  
1 Jacob Way  
Reading, MA 01867  
Tel: 800-552-2259  
Fax: 800-333-3328  
<http://awl.com>

Allyn & Bacon  
75 Arlington Street  
Suite 300  
Boston, MA 02116  
Tel: 800-666-9433  
<http://www.ablongman.com>

Alta Book Center  
14 Adrian Court  
Burlingame, CA 94010  
Tel: 800-ALTA-ESL  
Fax: 800-ALTA-ESL  
<http://www.altaesl.com>

American Guidance Service (AGS)  
4201 Woodland Rd.  
Circle Pines, MN 55014  
Tel: 800-328-2560

Attanasio and Associates  
78-15 Metropolitan Ave.  
Middle Village, NY 11379  
Tel: 877-416-1833  
Fax: 718-416-1838  
<http://www.attanasioandassociates.com>

Audio-Forum  
Jeffrey Norton Publishers  
1 Orchard Park Road  
Madison, CT 0443  
Tel: 800-243-1234  
Fax: 888-453-4329  
<http://www.audioforum.com>

Ballard & Tighe  
PO Box 219  
Brea, CA 92621  
Tel: 800-321-4332  
Fax: 714-255-9828  
<http://www.ballard-tighe.com>

CAL/ERIC  
4646 40<sup>th</sup> Street, NW  
Washington, DC 20877  
Tel: 202-362-0700  
Fax: 202-362-3740  
<http://www.cal.org/>

Cambridge Educational Services  
2720 River Rd. Suite 36  
Des Plains, IL 60018  
Tel: 847-299-2930  
Fax: 847-299-2933  
<http://www.cambridgeed.com/>

Cambridge University Press  
40 West 20<sup>th</sup> Street  
New York, NY 1011  
Tel: 212-924-3900  
Fax: 212-645-5960  
<http://www.cup.org>

Children's Book Press  
2211 Mission Street  
San Francisco, CA 94110  
<http://www.cbookpress.org>

Delta Systems  
1400 Miller Parkway  
McHenry, IL 60050  
Tel: 800-363-3582  
Fax: 800-909-9901  
<http://www.delta-systems.com>

Dominie Press  
1949 Kellogg Avenue  
Carlsbad, CA 92008  
Tel: 800-232-4570  
Fax: 760-431-8000  
<http://www.dominie.com>

Education Testing Services – TOEFL  
Carter Road, MS-14E  
Princeton, NJ 08541  
Tel: 609-683-2058  
Fax: 609-683-2155  
<http://www.ets.org>

Harcourt School Publishers  
Order Fulfillment Department  
6277 Sea Harbor Dr.  
Orlando, FL 32887  
Tel: 800-225-5425  
Fax: 800-874-6418  
<http://www.harcourtschool.com>

Harper Collins Publishers  
PO Box 588  
Dunmore, PA 18512  
Tel: 800-331-3761  
Fax: 800-822-4090  
<http://www.harperacademic.com>

Heinemann  
361 Hanover St.  
Portsmouth, NH 03801  
Tel: 800-793-2154  
Fax: 603-431-7840  
<http://www.heinemann.com>

Heinle/Thomson  
25 Thomson Place  
Boston, MA 00210  
Tel: 800-237-0053  
Fax: 617-289--7844  
<http://www.heinle.com>

Houghton Mifflin  
222 Berkeley St.  
Boston, MA 02116  
Tel: 800-733-1717  
Fax: 800-733-1810  
<http://www.hmco.com>

Intercultural Press  
374 US Route One  
Yarmouth, ME 04096  
Tel: 866-372-2665  
Fax: 207-846-5181  
<http://interculturalpress.com>

Literacy Volunteers of America  
1320 Jamesville Ave.  
Syracuse, NY 13210  
Tel: 315-445-8000  
Fax: 315-472-0002  
<http://www.literacyvolunteers.org>

McGraw-Hill  
Two Penn Plaza, 20<sup>th</sup> Floor  
New York, NY 10121  
Tel: 212-904-6972  
Fax: 212-904-4883  
<http://mhhe.com>

Miller Educational Materials  
PO Box 2428  
Buena Park, CA 90621  
Tel: 800-636-4375  
Fax: 888-462-0042  
<http://www.millereducational.com>

Moreno Education Company  
PO Box 19329  
San Diego, CA 92159  
Tel: 619-461-0565  
Fax: 619-469-1073

New Reader Press  
PO Box 35888  
Syracuse, NY 13235  
Tel: 800-448-8878  
Fax: 866-894-2100  
<http://www.newreaderspress.com>

Oxford University Press  
198 Madison  
New York, NY 10016  
Tel: 800-441-5445  
Fax: 919-677-1303  
<http://www.oup-usa.org>

Pearson Education  
10 Bank Street, Suite 900  
White Plains, NY 10696  
Tel: 877-202-4572  
Fax: 800-445-6991  
<http://www.pearsoned-elt.com>

Prentice Hall Regents  
One Lake Street  
Upper Saddle River, NY 07458  
Tel: 800-282-0693  
Fax: 800-835-5327  
<http://vig.prenhall.com>

Santillana Publishing Co  
2150 NW 86<sup>th</sup> Avenue  
Miami, FL 33172  
Tel: 800-245-8584  
Fax: 888-248-9514  
<http://www.santillanausa.com>

Scholastic Inc  
557 Broadway  
New York, NY 10012  
Tel: 800-242-7737  
Fax: 877-845-5783  
<http://www.scholastic.com>

Scott Foresman  
1900 East Lake Avenue  
Glenview, IL 60025  
Tel: 800-241-3532  
Fax: 678-475-6300  
<http://www.scottforesman.com>

St.Martin's Press  
175 Fifth Avenue  
New York, NY 10010  
Tel: 212-674-5151  
<http://www.stmartins.com>

Steck-Vaugh  
10801 N. Mopac Expressway  
Austin, TX 78759  
Tel: 800-531-5015  
Fax: 512-343-6854  
<http://www.steck-vaughn.com>

Sunburst (Software)  
PO Box 61885  
Sunnyvale, CA 94088  
Tel: 408-245-8514  
Fax: 408-245-8514  
<http://sunburstmedia.com>

TESOL  
700 S. Washington Street, Suite 200  
Alexandria, VA 22314  
Tel: 703-836-0774

Fax: 703-836-7864  
<http://www.tesol.org>

Time Warner Bookmark  
1271 Avenue of Americas  
New York, NY 10020  
Tel: 800-759-0190  
<http://www.twbookmark.com/children>

University of Michigan Press  
PO Box 1104  
839 Greene Street  
Ann Harbor, MI 48106  
Tel: 734-764-4392  
Fax: 800-876-1922  
<http://www.press.umich.edu>

University of Pittsburgh Press  
Eureka Building, 5<sup>th</sup> Floor  
3400 Forbes Avenue  
Pittsburgh, PA 15260  
Tel: 412-383-2456  
Fax: 412-383-2466  
<http://www.pitt.edu/~press>

**TENNESSEE DEPARTMENT OF EDUCATION  
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964**

**and**

**T.C.A. 4-21-901,**

**as amended by Chapter 381 of the Public Acts of 1995**

**COMPLIANCE MONITORING STANDARDS UNDER NATIONAL ORIGIN  
MINORITY  
NON-ENGLISH LANGUAGE BACKGROUND STUDENTS.**

**DEFINITIONS**

**Adequate Program** - an adequate program especially designed by the district for its limited English proficient students must:

1. include an allowable service delivery model under Tennessee Rules and Regulations or be recognized as an educationally sound alternative by the Department based on the most recent educational research and recognized as sound by experts in the field;
2. have the resources devoted to it to be effectively implemented; and
3. show evidence of being effective, or of being modified, by regular evaluations.

**Allowable service delivery model** - the provision of meeting an alternative language program, as defined in Tennessee Rules and Regulations as "English instruction especially designed for speakers of other languages" [Rule 0520-1-3-.056. a. 1 and 2 ii.], provided through a pull-out program, a cluster center to which students are transported, a resource center/ESL laboratory, or a scheduled class period. Other models must be approved by the Department after being evaluated as educationally sound by current research and practices. An endorsed English as a Second Language teacher must directly deliver the required English instruction. In addition, the model must address how academic deficits that are the result of students' limited English proficiency will be addressed.

**Beginning/intermediate English Language Learner (ELL) students** - non-English language background students who have been administered the English language proficiency assessment, scored within the limited range on any of the subtests, and who are entitled to ESL services under the district's service delivery model.

**English as a Second Language (ESL)** - English as a Second Language courses which meet Tennessee Rules and Regulations [Rule 0520-1-3-.056.(a). 1 and 2 (iii)] as 'English instruction especially designed for speakers of other languages'. In Tennessee, a teacher providing ESL instruction must have an ESL endorsement.

## ***Tennessee ESL Program Guide***

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**Fluent English Proficient (FEP)** - non-English language background students who show no difficulty in regular classroom performance and meet one of the following criteria:

1. Upon initial enrollment in a Tennessee public school, scored FEP on all subsections on the state approved English Language Proficiency assessment; or,
2. initially qualified as ELL based on the state approved English Language Proficiency assessment, received ESL services, and has now scored proficient or above for two (2) consecutive years on the state approved English Language Proficiency assessment; or,
3. demonstrated the ability to meet the state's proficient or above proficient level of achievement on state assessments described in section 1111(b)(3) for reading and language arts.

**Home Language Survey** - the questions asked of all students within the school district to determine whether or not students are non-English language background.

The recommended questions are:

1. What is the first language your child learned to speak?
2. What language does your child speak most often outside of school?
3. What language do people usually speak in your child's home?

**English Language Learners (ELL) [formerly Limited English Proficient (LEP)]**- non-English language background students who have problems meeting the same high educational standards set by the state as their English-speaking counterparts because of a lower level of proficiency in English, and have difficulty in the regular classroom because of limited English proficiency. ELL students have not yet met the definition of fluent English Proficient (FEP).

**Non-English Language Background NELB** - a student whose answer to any of the questions on the home language survey is a language other than English.

**NOM – National Origin Minority** – a student whose background is from a country other than the United States.

**Recommended English language assessment test**- a test that is mandated by the State Department for assessing English language proficiency in speaking, listening, reading, and writing of non-English language background students.

**Transitional LEP Students**- - non-English language background students who were classified as ELL, and have scored fluent English proficient or above on the English language assessment test for 2 consecutive years. Students are classified as Transitional 1 (T1) the first year after scoring proficient; Transitional 2 (T2) for the second year. Transitional ELL students are exited from monitoring following the second successful year scoring at proficient or above in reading and language arts on the state assessment.

**Special Opportunity Programs or Activities** - any programs or activities that are outside the regular school program such as athletic programs, clubs, Title 1, vocational courses, etc.

**TENNESSEE DEPARTMENT OF EDUCATION  
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964  
and  
T.C.A 4-21-901,  
as amended by Chapter 381 of the Public Acts of 1995  
  
COMPLIANCE MONITORING STANDARDS CHECKLIST  
UNDER NATIONAL ORIGIN MINORITY  
(NON-ENGLISH LANGUAGE BACKGROUND STUDENTS)**

**YES NO**

**1. Access to Schooling**

**The school district has a policy of admitting students regardless of immigrant status.  
(*Plyler vs. Doe*, 457 U.S. 202, 1982)**

1. The district shows evidence of informing its staff on a regular basis of the necessity of admitting students regardless of immigrant status and a procedure to assign a pin number if the student does not have a social security number. \_\_\_ \_\_\_

**11. Identification and Assessment**

**The district has effective procedures to identify and assess non-English language background (NELB) students who have a primary or home language other than English and who are limited English proficient (LEP). (Office of Civil Rights (OCR) Memorandum, 'Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency' September 1991)**

**A. IDENTIFICATION**

1. The district has a home language survey completed for each student and filed in the student's permanent records. \_\_\_ \_\_\_
2. The district has a current list of all National Origin Minority (NOM) students, their home languages, current schools, and grade levels. \_\_\_ \_\_\_
3. The district has a current list of all non-English language background (NELB) students, their home languages, their current schools and grade levels. \_\_\_ \_\_\_

4. The district has a current list of limited English proficient (LEP) students, their schools, grade levels, and English proficiency levels. \_\_\_\_\_

**B. ASSESSMENT**

1. The district has assessed all NELB students to determine limited English proficient (LEP) or fluent English proficient (FEP) status. \_\_\_\_\_
2. The district has a policy which ensures age appropriate grade level placement and prohibits retention based solely on lack of English language skills. \_\_\_\_\_

**III. The district is implementing an effective alternative program that provides its NELB/LEP students with meaningful access to the district's program. (OCR Memorandum, September 1991)**

**A. The district provides an alternative language program for students who are identified as LEP.**

1. The district is implementing an allowable service delivery model to provide direct instructional services by an endorsed English as a Second Language (ESL) teacher(s) to all identified beginning and /or intermediate LEP students. \_\_\_\_\_
2. The district provides services to students at the level as determined to be necessary for the advanced or transitional LEP student to successfully perform in the regular school program. \_\_\_\_\_
3. The district evaluates each LEP student individually to determine the quantity of ESL and academic support necessary for the student to become successful in grade level classrooms. Decisions on the amount of servicing are based on LEP student needs, not on district resources. \_\_\_\_\_
4. The district provides these services in the students' home schools or provides transportation to a location where the services are provided. \_\_\_\_\_
5. The district provides these alternative language services in the least segregative manner as possible and with comparable facilities and materials as non-LEP students. \_\_\_\_\_



6. All LEP students have meaningful access to the content in grade level classrooms and any academic deficiencies resulting from their limited English proficiency are addressed by the district. \_\_\_\_\_

7. The district has a procedure whereby students who are not making adequate progress in the alternate language program are assessed for other options or programs. \_\_\_\_\_

8. The district has a procedure whereby the parents or legal guardians may waive alternative language services for their child. The district informs the parents of the potential educational implications of waiving these services. \_\_\_\_\_

**B. The district has an effective alternative language program.**

1. The district keeps data on TCAP scores for NELB, LEP, and FEP. \_\_\_\_\_

2. The district keeps data on the drop-out rate for NELB, LEP, and FEP. \_\_\_\_\_

3. The district keeps data on the retention rate of NELB, LEP, and FEP. \_\_\_\_\_

4. The district monitors the progress of exited students for a minimum of 2 years to determine the effectiveness of the alternative language program. \_\_\_\_\_

5. The district has procedures to provide additional alternative language services to exited students if English language proficiency skills are determined to be the primary factor in a student's academic difficulty. \_\_\_\_\_

6. The district annually reviews the effectiveness of its program by considering the above data and other relevant factors. The district modifies its program if needed based on its annual review. \_\_\_\_\_

7. The district has an adequate program. \_\_\_\_\_

—

**IV. The district does not inappropriately place LEP students in or exclude them from special opportunity programs or activities based on English language proficiency. (OCR Memorandum, September 1991)**

1. The district includes provisions in its Title VI policy that prohibits discrimination in special opportunity programs based on English language proficiency.

\_\_\_\_

2. The district keeps data on the number and percent of NELB students who are identified as special education and evaluates those statistics to determine whether they are comparable to the district's non-NELB students participation in special education programs.

\_\_\_\_

**V. The district communicates with parents of NELB/LEP students who may also be LEP as effectively as it does with English speaking parents, (Office for Civil Rights, “The Provision of an Equal Opportunity to Limited English Proficient Students,” December 1992).**

1. The district shows evidence that it has notified limited English proficient parents about important school information in a language they can understand.

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**Rules, Regulations and Minimum Standards**

The Tennessee State Board of Education, 1994

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Rule 0520-1-3-.05(6)

**Areas of Instruction**

(a) Language Arts

1. Grades K-8

(i) The language arts program shall be based on the state curriculum frameworks and shall be developmentally appropriate with instruction focusing on receptive and expressive language skills.

(ii) Students whose native or dominant language is not English shall be provided English instruction especially designed for speakers of other languages.

2. Grades 9-12

(i) Four units of credit in English language arts shall be required for graduation. Literature shall be drawn from diverse cultures.

(ii) Courses in speech and journalism may be offered, but neither speech nor journalism may be taken to satisfy the four unit requirement.

(iii) Students whose native or dominant language is not English shall be provided English courses designed for speakers of other languages. These courses may be used to satisfy the English language requirement for graduation, not to exceed two units. Additional ESL courses may be taken for elective credit.

**High School Foreign Language Provision for Non-native Speakers of English**

3. School systems may allow students who are native speakers of languages other than English to complete the graduation requirements for the university preparation curriculum without taking foreign language courses provided oral and written proficiency in the native language can be documented. Such documented native language proficiency will be noted on the Tennessee high school transcript. (Rule Revision)

## **Licensure Standards for Teachers of English as a Second Language**

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ESL licensure standards are based on competencies rather than on hours of coursework. Institutions of higher education will have approved programs in place to assess the knowledge and skills of teachers applying for licensure, and provide courses to develop the following:

### **Professional:**

1. Knowledge of various English as a second language methods, approaches, and strategies to facilitate non-English language background students' learning of reading, writing, speaking and listening in English and other content areas.
2. Ability to apply multiple approaches with learners of varied ages, stages of development, learning styles and cultures, and in varied learning environments.
3. Ability to analyze, select and modify curriculum and materials to facilitate students' successful transition into the regular classroom.
4. Awareness of bilingual education methods and the role of a student's native language in the learning of English as a second language.
5. Knowledge of the required methods of identifying, placing, monitoring, and exiting of non-English language background assessments.
6. Ability to assess, select, administer, interpret, and communicate the results of formal and informal language and academic assessments.
7. Awareness of the importance of using varied data sources to distinguish developmental stages of language acquisition from other special needs.
8. Ability to communicate, collaborate, and consult with students, teachers, parents, staff, administrators, and other service providers regarding the social and academic integration of non-English language background students.
9. Knowledge of current state and federal requirements affecting the provision of services to non-English language background students.

**Language:**

1. Knowledge of linguistics enabling the teacher to apply understanding of the differences in the sound systems, forms, structures, and lexicon of English and other languages.
2. Knowledge of the cultural, psycholinguistic and sociolinguistic variables that affect second language learning and the ability to apply that knowledge in the classroom.
3. Knowledge of the similarities and differences between first and second language acquisition and ability to apply that knowledge in the classroom.

**Culture:**

1. Knowledge of the impact of culture on non-English language background students' perceptions, learning styles, needs, expectations, and rate of second language acquisition.
2. Knowledge of the particular aspects of American culture and traditions that must be understood and used correctly by non-English language background students for successful acculturation.
3. Appreciation of cultural diversity and the ability to communicate in varied cultural situations to enable students to reach their educational objectives.

**Guidelines:**

1. English as a Second Language (ESL) Teacher. An individual must hold a current teaching license and hold the ESL endorsement to teach ESL in Tennessee schools. In order to meet the requirements for the NCLB Act, a highly qualified ESL teacher is one who is fully licensed to teach in Tennessee, holds at least a bachelor's degree and has demonstrated competency by having:
  - passed the Praxis ESL test designated on the test options list in Appendix A, or
  - the coursework equivalent of an academic major for ESL (24 semester hours which can include up to six hours in a foreign language), or
  - a master's degree (MEd) in English, Education, Curriculum and Instruction, or Linguistics each of which must include an area of emphasis in teaching ESL or bilingual education, or
  - National Board Certification in ESL.
2. ESL teachers who teach core academic subjects at the middle school or secondary level as the teacher of record must meet the highly qualified requirements for each core academic subject they are assigned to teach.

3. ESL licensure will be available as an initial (first) endorsement or additional endorsement.
4. Candidates for initial endorsement will have a baccalaureate degree and will acquire the knowledge and skills specified for the professional education core and English as a second language. They will also complete an enhanced student teaching semester or full-year internship which will include experiences in English as a second language settings at both the Pre K-6 and 7-12 levels.
5. Candidates for additional endorsement will acquire the knowledge and skills specified for English as a second language. They will also complete a practicum of at least 30 clock hours in English as a second language settings; the practicum will include experiences in both the Pre K-6 and 7-12 grade levels. Appropriately supervised teaching experiences at the Pre K-12 level in English as a second language of at least one semester may be substituted for the practicum.
6. Teachers of English as a second language will be prepared to serve schools with grades pre-kindergarten through twelve. Preparation programs will have identifiable aspects at both the Pre K-6 and 7-12 grade levels.
7. Supervision of the practicum, student teaching, and internship may be addressed by collaborative arrangements among institutions with English as a Second Language programs, other institutions with teacher preparation programs, and school systems.
8. Because candidates in this field come from diverse educational and cultural backgrounds, institutions of higher education will use multiple methods of assessment in determining the candidate's prior knowledge and needed course work and/or field experience.

Adapted from rules 0520-2-3-.01(1) through (9) and 0520-2-3-.11

**ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAM  
LANGUAGE ASSESSMENT CONFERENCE RECORD - ELEMENTARY**

Date: \_\_\_\_\_

Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Country: \_\_\_\_\_ Native Language: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Homeroom: \_\_\_\_\_

ESL Teacher: \_\_\_\_\_ ESL Entry Date in this system: \_\_\_\_\_

How long has the student participated in other ESL programs? \_\_\_\_\_

**ESTIMATE OF FUNCTIONAL GRADE LEVEL**

Reading \_\_\_\_\_ Math \_\_\_\_\_

Level of English Proficiency    Beginning \_\_\_\_    Intermediate \_\_\_\_    Transitional \_\_\_\_

Name of Test	Test Date	Reading	Writing	Oral	Total	Comments
IPT						

**COMMENTS**

ESL Teacher \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Signature**

Classroom Teacher (if applicable) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Signature**

Service Delivery Plan \_\_\_\_\_

**ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAM  
LANGUAGE ASSESSMENT CONFERENCE RECORD - SECONDARY**

Date: \_\_\_\_\_

Student: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Country: \_\_\_\_\_

Native Language: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Homeroom: \_\_\_\_\_

ESL Teacher: \_\_\_\_\_ ESL Entry Date in this system: \_\_\_\_\_

How long has the student participated in other ESL programs? \_\_\_\_\_

**ESTIMATE OF FUNCTIONAL GRADE LEVEL**

Reading \_\_\_\_\_

Math \_\_\_\_\_

Level of English Proficiency    Beginning \_\_\_\_    Intermediate \_\_\_\_    Transitional \_\_\_\_

Name of Test	Test Date	Reading	Writing	Oral	Proficiency Level	Comments
IPT						

**COMMENTS**

ESL Teacher \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Signature**

Classroom Teacher (if applicable) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Signature**

Service Delivery Plan \_\_\_\_\_



**ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAM  
EVALUATION OF CLASSROOM PERFORMANCE**

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_ ESL TEACHER \_\_\_\_\_

How many years has the student participated in the ESL Program? \_\_\_\_\_

Other ESL Programs? \_\_\_\_\_

**INSTRUCTIONS TO THE CLASSROOM TEACHER:**

The above student is being considered for exit from the ESL program. To help evaluate the student's overall achievement, please use the following scale to rate the student's performance in your class.

**Category 1: Ability to Learn Course Content**

Rate the student on the ability to master the content of the course you teach, regardless of the reasons.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>unsatisfactory</b>		<b>average</b>		<b>excellent</b>

**Category 2: Academic Performance**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>unsatisfactory</b>		<b>average</b>		<b>excellent</b>

**Category 3: Study Habits**

Rate the study habits which the student uses in your class. Does the student bring the necessary books and other materials to class? Does the student begin work promptly, listen attentively to instructions, follow directions carefully, and complete assigned tasks punctually? Does the student work independently?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>no effort</b>		<b>average</b>		<b>highly motivated</b>

**Category 4: Class Participation**

Rate the student's participation in class activities and discussions.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>minimal</b>		<b>average</b>		<b>active</b>

**Category 5: Communications with Teacher**

Rate the student's skill in communicating with you. Can the student express ideas adequately in English? Does the student use relevant vocabulary in conversations and discussions? Does the student ask questions to clarify misunderstanding about assignment and course content?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>weak</b>		<b>average</b>		<b>highly articulate</b>

**Category 6: Communication with Peers**

Rate the student's skill in communicating with classmates. Does the student try to talk to other students in English? Can the student express ideas, opinions, and interests to peers? Do other students understand him or her?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>weak</b>		<b>average</b>		<b>highly articulate</b>

**Prediction of Success**

Predict the student's chances for success in regular classes if he or she receives no additional help in learning English as an additional language.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>unlikely</b>		<b>likely</b>		<b>excellent</b>

Would you recommend the student for other special services? Yes \_\_\_\_\_ No \_\_\_\_\_

Services recommended \_\_\_\_\_  
\_\_\_\_\_

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____ Signature of Teacher	_____ Class or Courses	_____ Date
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Accommodations for ELL Students on Standardized Tests	2.15
Accommodations for ELL Students on Standardized Tests	4.21
Aligning Instruction and Assessment	4.22
Alternative Assessment	4.22
Assessing ELL Students for Special Needs	2.10
Beginning and Intermediate ELL Students	2.18
Behavior Problems Resulting from Cultural Differences	3.11
Behavior Problems Resulting from the Acculturation Process	3.13
BICS/CALP	5.3
Building Schema or Background Knowledge	3.19
Class Activities and Techniques	6.16
Classroom Conduct	3.19
Classroom Strategies	4.6
Collections of Links and Resources	6.18
Common Questions about Cooperative Learning	4.15
Communicating with Non-Native Speakers of English	2.2
Concentrating Resources on Proven Education Methods	1.3
Cooperative Learning in Multicultural Classrooms	4.14
Court Rulings	1.5
Cross-Cultural Education	3.2
Cultural Misunderstandings	3.4
Culture	6.18
Deep and Surface Culture	3.8
Definitions	Appendix
Elements of Deep Culture	3.8
Elements of Surface Culture	3.8
Enforcement in Tennessee	1.8
Federal Courts	1.6
Federal Enforcement Policy	1.6
Federal Office for Civil Rights	1.8
General Education Sites	6.15
General Guidelines	3.6
Getting Started: Welcoming New Students	2.2
Goals of Cross-Cultural Education	3.2
Guidelines for ESL Services to ELL Students	2.18
Hints for Teachers of Newly Arrived ELL Students	3.17
Internet Sources	6.15
Introduction to Language Acquisition	4.2
Issues in Assessing ELL Students	2.10

K-12 Resources	6.15
Language Learning in the Content Area	4.8
Learning Strategies	4.2
Listserves	6.19
Mathematics	4.9
Methods and Approaches	3.20
Methods and Approaches in Teaching ESL	5.5
More Choices for Parents	1.3
Multicultural Activities	3.20
Multiple Intelligences	4.5
Music and Movement	4.11
No Child Left Behind Act	1.2
Online Material Sources	6.16
Pair and Group Work	5.15
Parental Involvement	3.7
Parental Notification	2.8
Parents of ELL Students	3.15
Placing ELL Students in Non-ESL Classes	2.11
Portfolio Assessment	4.24
Publishers	6.20
Q and A about Compliance	1.8
Record Flexibility for States and Communities	1.3
Reference Resources	6.17
Remedies for Non-Compliance with Title VI	1.19
Resource Organizations	6.12
Resources on Cooperative Learning	4.19
Resources on Cross-Cultural Strategies	3.22
Results of Cross-Cultural Difficulties	3.11
Retention in Grade	2.16
Review of Federal Laws	1.5
Role of the Teacher	3.3
School Opening Alert	1.4
Science	4.8
Sheltered Instruction Observation Protocol (SIOP)	5.13
Social Studies	4.8
Special Education and ELL Students	2.11
Standards	6.17
State Mandated Testing and the ELL Student	2.13
Steps in Identifying ELLs	2.7

Steps in Registration Process	2.4
Strategies for Cross-Cultural Teaching	3.19
Strategies for ESL Teachers	5.2
Strategies for Involving Parents	3.15
Strategies for Making Content Knowledge More Accessible	4.6
Stronger Accountability for Results	1.2
Student: Teacher Ratios	2.18
Supreme Court	1.1
Task Based Instruction	5.8
TCAP Testing	2.13
Teaching Through the Content Area	5.7
TESOL Standards for Pre-K-12 Students	5.19
The Arts	4.10
The Language Experience Approach	5.11
The Natural Approach	5.5
TN ESL/OCR Sample Plan for Services to English Language Learners(ELL)	6.2
Total Physical Response	5.8
TransACT Parent Communication Center (NCLB-PCC)	2.3
Transitional ELL Students	2.18
Visual Arts	4.12